

DECEMBER 1993

VOLUME 28/NUMBER 12

# RIE

## RESOURCES IN EDUCATION

ED 359 316 — 360 465

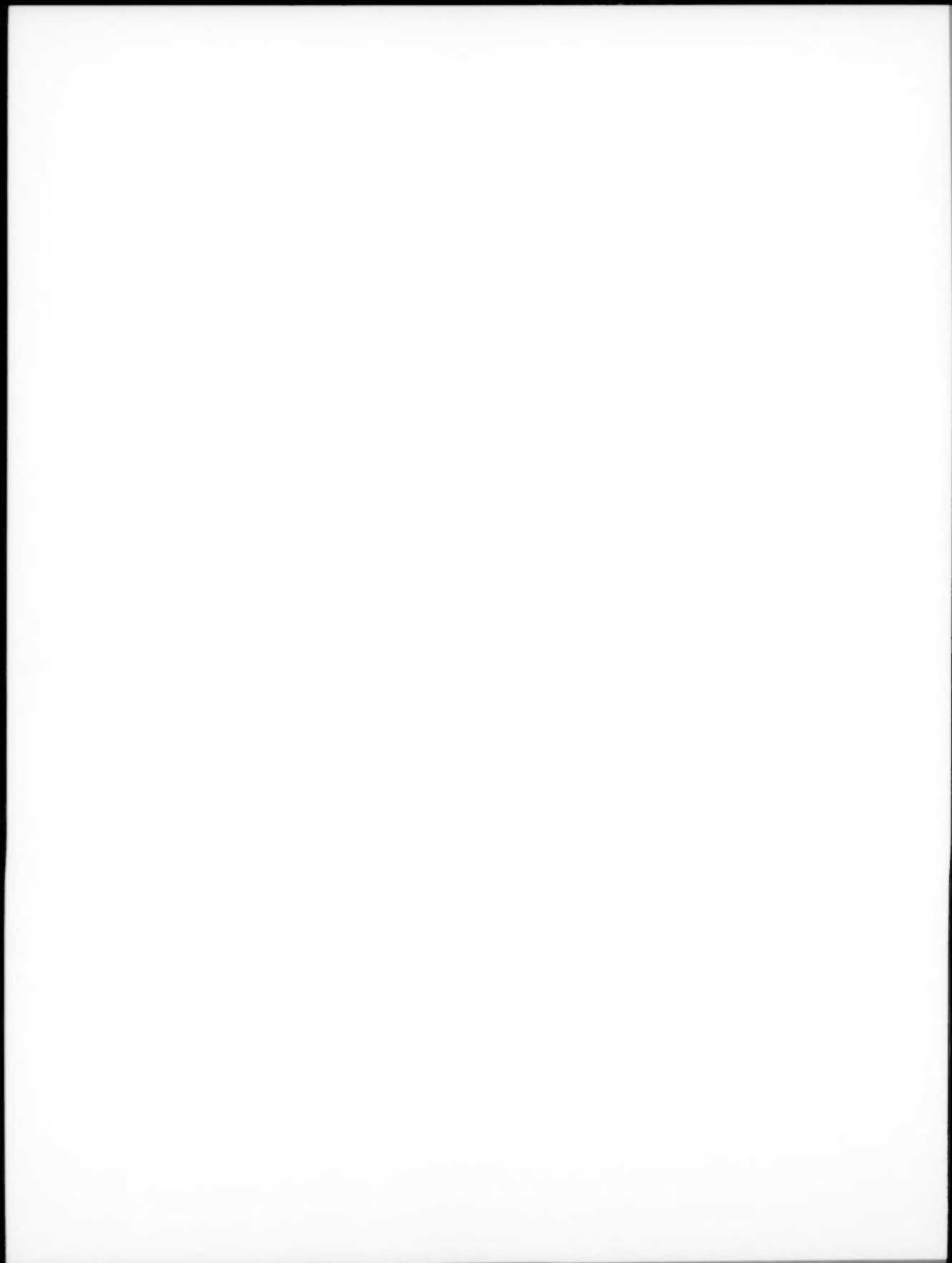


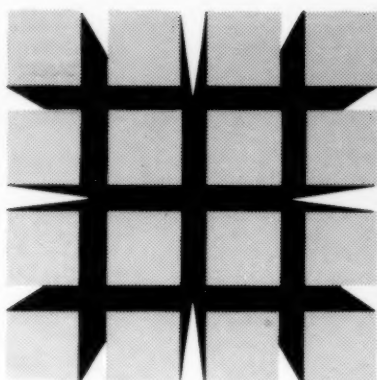
EDUCATIONAL RESOURCES

**ERIC**

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# RIE

## RESOURCES IN EDUCATION

ED 359 316 — 360 465

December 1993

Volume 28/Number 12

### TABLE OF CONTENTS

#### Introductory Pages

- Special Announcement(s) . . . . . Inside Front Cover
- Selected Acronyms Used in RIE (with Definitions) . . . . . ii
- Library of Congress Cataloging-in-Publication (CIP) Data for RIE . . . . . ii
- Introduction . . . . . iii
- New ERIC Clearinghouse Publications (Announced in this Issue of RIE) . . . . . v
- Sample Document Resume (with Callouts) . . . . . viii

#### Document Descriptions/Resumes . . . . . 1

#### Indexes to Document Descriptions/Resumes

- Subject Index (Major Descriptors and Identifiers) . . . . . 195
- Author Index (Including Editors and Compilers) . . . . . 287
- Institution/Sponsoring Agency Index . . . . . 307
- Publication Type Index . . . . . 325
- Clearinghouse Number to ED Number Cross-Reference Index . . . . . 351

#### Appended Pages

- Thesaurus Additions and Changes . . . . . 355/356/357
- Submitting Documents to ERIC . . . . . 359/360
- Reproduction Release (Form for Submitting Documents to ERIC) . . . . . 361/362
- ERIC Price Codes (Showing Equivalent Prices) . . . . . 363
- How to Order
  - ERIC Documents from the ERIC Document Reproduction Service (EDRS) . . . . . 365/366
  - Resources in Education (RIE) from the U.S. Government Printing Office (GPO) . . . . . 367
  - ERIC TAPES/ERIC TOOLS (Magnetic Tapes and User Aids) From the ERIC Processing and Reference Facility . . . . . 368
- ACCESS ERIC (ERIC's Outreach Arm) . . . . . 369
- Major Vendors of ERIC Online Services and CD-ROM Products . . . . . 370
- ERIC Network Components (Addresses and Telephone Numbers) . . . . . Inside Back Cover

EDUCATIONAL RESOURCES



INFORMATION CENTER

*Resources in Education (RIE)* is processed for printing by ARC Professional Services Group, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

Subscriptions to *RIE* (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

## Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

## Library of Congress Cataloging in Publication

**Resources in education /** Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor];  
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(Continued on next card)

75-644211

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### Resources in education . . . (Card 2)

#### Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; FD 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education

1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

(DNLN: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

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AACR 2 MARC-S

Library of Congress

76t8805r83jrev2

## Introduction

**RESOURCES IN EDUCATION (RIE)** — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor: Educational Resources Information Center (ERIC)  
Office of Educational Research and Improvement (OERI)  
U.S. Department of Education  
Washington, D.C. 20208-5720**

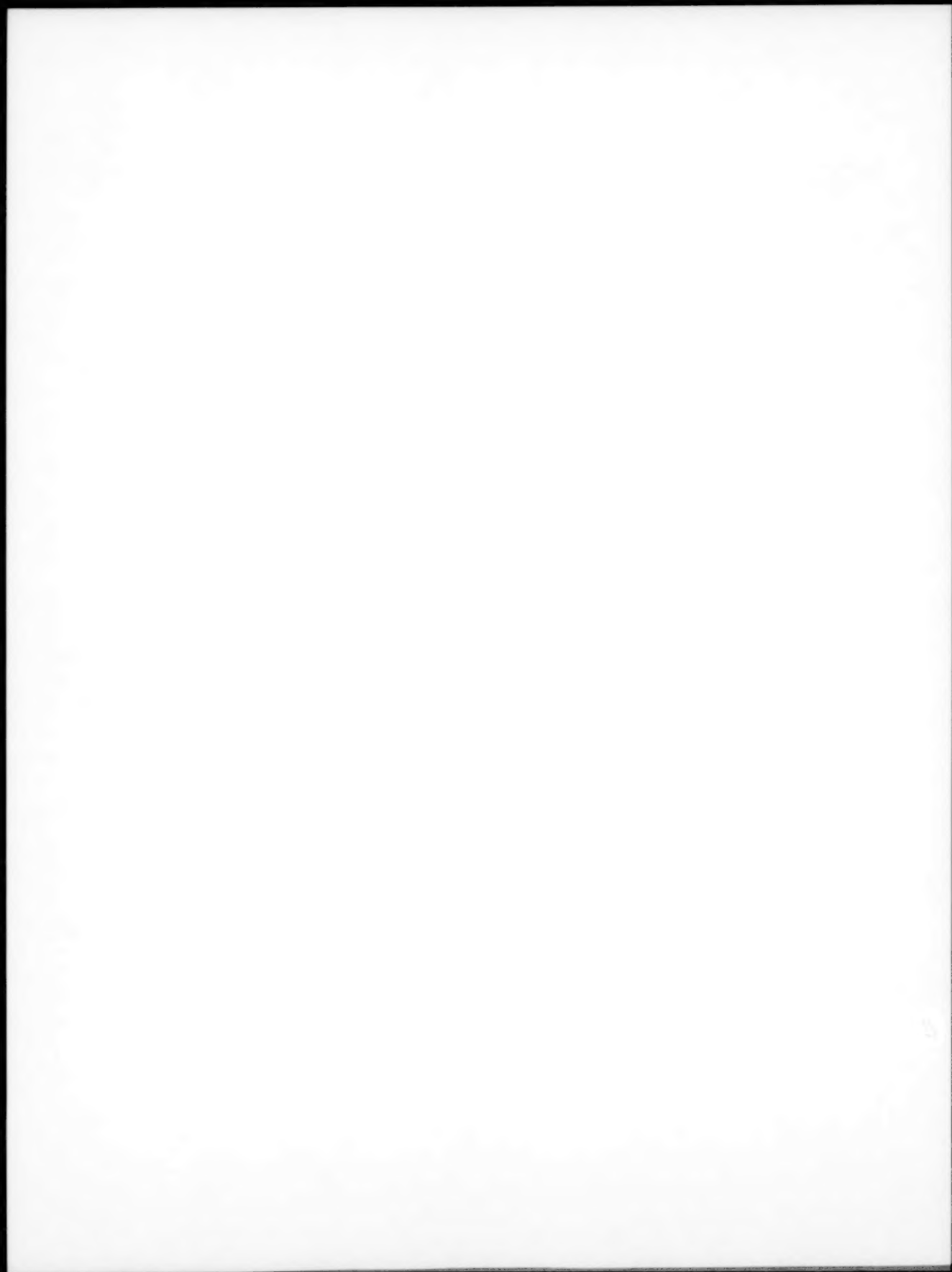
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How To Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order *Resources in Education*."



## ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issues.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; Telephone: 1-800-443-ERIC (3742).

**ED 359 375** CE 064 006  
Imel, Susan  
**Youth Apprenticeship. Trends and Issues Alerts.**  
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.: 4p.  
**EDRS Price - MF01/PC01 Plus Postage.**

**ED 359 376** CE 064 007  
Kerka, Sandra  
**Gender Equity in Vocational Education. Trends and Issues Alerts.**  
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.: 4p.  
**EDRS Price - MF01/PC01 Plus Postage.**

**ED 359 593** EA 024 472  
Conley, David T.  
**Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling.**  
ERIC Clearinghouse on Educational Management, Eugene, Oreg.: 445p.  
**EDRS Price - MF01/PC18 Plus Postage.**  
Alternate Availability—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 (\$19.95 prepaid; \$3 postage and handling on billed orders sent library rate).

**ED 360 037** JC 930 451  
Rifkin, Tronie  
**Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest.**  
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.: 3p.  
**EDRS Price - MF01/PC01 Plus Postage.**

**ED 360 101** PS 021 751  
Katz, Lilian G.  
**Five Perspectives on Quality in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 1.**  
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.: 101p.  
**EDRS Price - MF01/PC05 Plus Postage.**  
Alternate Availability—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 208, \$12, plus \$1.50 postage and handling).

**ED 360 102** PS 021 752  
Katz, Lilian G.  
**Trends and Issues in the Dissemination of Child Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2.**  
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.: 34p.  
**EDRS Price - MF01/PC02 Plus Postage.**

Alternate Availability—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 209, \$5, plus \$1.50 postage and handling).

**ED 360 103** PS 021 753  
Treppte, Carmen And Others  
**Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.**  
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.: 107p.  
**EDRS Price - MF01/PC05 Plus Postage.**  
Alternate Availability—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 210, \$12, plus \$1.50 postage and handling).

**ED 360 104** PS 021 754  
Katz, Lilian G.  
**Dispositions: Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4.**  
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.: 53p.  
**EDRS Price - MF01/PC03 Plus Postage.**  
Alternate Availability—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 211, \$5, plus \$1.50 postage and handling).

**ED 360 116** RC 019 207  
Sosa, Alicia  
**Thorough and Fair: Creating Routes to Success for Mexican-American Students.**  
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.: 69p.  
**EDRS Price - MF01/PC03 Plus Postage.**  
Alternate Availability—ERIC/CRESS, P.O. Box 1348, Charleston WV 25325 (\$10).

**ED 360 117** RC 019 209  
Grant, Agnes Gillespie, LaVina  
**Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.**  
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.: 68p.  
**EDRS Price - MF01/PC03 Plus Postage.**  
Alternate Availability—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325 (\$10).

**ED 360 154** SE 053 515  
Heimlich, Joe E.  
**Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin.**

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.: 9p.  
**EDRS Price - MF01/PC01 Plus Postage.**  
Alternate Availability—ERIC/CSMEE, 1929 Kenny Road, Columbus, Ohio 43210-1080 (\$1.50).

**ED 360 219** SO 023 144  
Nickell, Pat  
**Alternative Assessment: Implications for Social Studies. ERIC Digest.**  
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.: 4p.  
**EDRS Price - MF01/PC01 Plus Postage.**

**ED 360 220** SO 023 145  
Patrick, John J.  
**Geography in History: A Necessary Connection in the School Curriculum. ERIC Digest.**  
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.: 4p.  
**EDRS Price - MF01/PC01 Plus Postage.**

**ED 360 221** SO 023 146  
Patrick, John J.  
**Achievement of Goal Three of the Six National Education Goals. ERIC Digest.**  
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.: 4p.  
**EDRS Price - MF01/PC01 Plus Postage.**

**ED 360 245** SO 023 316  
Wojtan, Linda S.  
**Resources for Teaching about Japan.**  
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.: National Clearinghouse for United States-Japan Studies, Bloomington, IN.: 60p.  
**EDRS Price - MF01/PC03 Plus Postage.**  
Alternate Availability—Publications Manager, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.





## **DOCUMENT SECTION**

# SAMPLE DOCUMENT RESUME

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s)** → ED 654 321  
Butler, Kathleen  
**Title** → Career Planning for Women.

CE 123 456  
Smith, B. James

**Clearinghouse Accession Number**

**Institution.**  
(Organization where document originated.)

Central Univ., Chicago, IL.  
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Date Published** →

Report No. — ISBN-0-3333-5568-1; OERI-91-34

**Report Number**—assigned by originator.

**Contract or Grant Number** →

Pub Date — May 92

**Descriptive Note** (pagination first).

Contract — RI900000

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).

**Language of Document**—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 (\$5.95).

**Alternate source for obtaining document**

Language — English, Spanish

**Publication Type**—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992

**Journal Citation**

PubType— Reports—Descriptive

(141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

**Descriptors**—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Descriptors — Career Guidance, \*Career Planning, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

**ERIC Document Reproduction Service (EDRS) Availability**—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Identifiers — Consortium of States, \*National Occupational Competency Testing Institute

**Identifiers**—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.)

**Informative Abstract**

**Abstractor's Initials** →

(SB)

## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA — ERIC Processing and Reference Facility.....	1	JC — Community Colleges.....	112
CE — Adult, Career, and Vocational Education.....	1	PS — Elementary and Early Childhood Education.....	121
CG — Counseling and Student Services.....	23	RC — Rural Education and Small Schools.....	132
CS — Reading, English, and Communication.....	30	SE — Science, Mathematics, and Environmental Education.....	140
EA — Educational Management.....	48	SO — Social Studies/Social Science Education.....	147
EC — Disabilities and Gifted Education.....	60	SP — Teaching and Teacher Education.....	158
FL — Languages and Linguistics.....	72	TM — Assessment and Evaluation.....	168
HE — Higher Education.....	89	UD — Urban Education.....	182
IR — Information and Technology.....	100		

### AA

**ED 359 316** AA 001 239  
Resources in Education (RIE). Volume 28, Number 12.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-0098-0897  
Pub Date—Dec 93

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$73.00 (Domestic), \$91.25 (Foreign).

Journal Cit—Resources in Education; v28 n12 Dec 1993

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

Identifiers—\*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

### CE

**ED 359 317**  
RIE DEC 1993

CE 060 386

Morton, Shirley T.

**Charting the Course of Lifelong Learning for Blacks.**

Pub Date—18 Oct 91

Note—14p. Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, October 18, 1991).

Pub Type—Speeches/Meeting Papers (150) — Historical Materials (060)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, \*Black Achievement, \*Black Education, \*Black History, Black Influences, Black Institutions, Blacks, \*Black Studies, \*Educational History, \*Lifelong Learning, North American History, Racial Relations, Racial Segregation, Slavery, United States History.

Identifiers—African Americans

This overview of the history of lifelong learning for African Americans is in a chart format. Lifelong learning events are matched with social and historical events and with black adult educators and black adult education-related institutions. The chart begins with slavery around 1800, a time when slaves were forbidden to learn how to read. It highlights organizations that provided educational opportunities of various kinds during the 1800s and continues through events of the abolitionist crusade and emancipation proclamation. These post-Civil War lifelong learning events are then charted: industrial training schools; settlement house movement; musical, literacy, and artistic events sponsored by black women's organizations; and farmers conferences. The role of Booker T. Washington is emphasized. Turn-of-the-century highlights include the Atlanta Conference for the study of the Negro problem; the Negro Liberation Movement from 1901-10; Niagara Movement; and George Washington Carver's Agriculture Movable School. The chart covers these 20th-century events: founding of the National Association for the Advancement of Colored People and National Urban League; New Negro Movement; Harlem Renaissance; buying power movement; Congress of Racial Equality; Civil Rights Movement; and creation of the Kwanzaa holiday. A 34-item selected bibliography of adult education for African Americans is appended. (YLB)

**ED 359 318**

CE 061 882

Schmidt, R. June

**What Works: When Teachers Integrate Vocational & Academic Education.**

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Aug 92

Contract—V051A80004-90A

Note—9p.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (order no. MDS-163: \$2).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Education, Demonstration Programs, \*Educational Planning, \*Educational Strategies, High Schools, \*Integrated Curriculum, Models, Teaching Methods, \*Vocational Education

Identifiers—\*SREB Vocational Education Consortium

This paper summarizes strategies that have been successfully implemented at 3 of the 40 pilot sites working toward the goal of improving the academic competencies of students completing high school vocational programs. The strategies were culled from 30 interviews with academic teachers, vocational teachers, counselors, vocational directors, principals, a supervisor, and a remediation specialist at the three selected sites (a comprehensive high school and two vocational centers that serve four feeder high schools) operated by the Southern Regional Education Board/Vocational Education Consortium. A total of 215 strategies were summarized in 4 categories: (1) instructional strategies; (2) curricular strategies; (3) cooperative efforts between vocational and academic teachers; and (4) administrative practices and procedures. The 69 strategies highlighted in this paper are those actually used to achieve the integration of vocational and academic education at the school-site level. (KC)

**ED 359 319**

CE 061 977

de Moura Castro, Claudio Alfian, Torkel

**Five Training Models. Training Occasional Paper No. 9.**

International Labour Office, Geneva (Switzerland). Report No.—ISBN-92-2-108436-1

Pub Date—92

Note—15p.

Pub Type—Reports - Descriptive (141) — Historical Materials (060)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Apprenticeships, Educational Development, \*Educational History, \*Educational Practices, Educational Trends, Elementary Secondary Education, Foreign Countries, Inservice Education, Job Skills, \*Job Training, Labor Force Development, Lifelong Learning, Models, Postsecondary Education, \*Vocational Education

Identifiers—France, Germany, Latin America

Three centuries ago only religious schools and apprenticeship controlled by the guilds existed to provide training. Regular academic schools originated in religions that needed a well-educated clergy, and these schools offered the model for the universal

basic and secondary schools that exist today in nearly all countries. The European guilds gave structure and substance to learning through the opportunity to study with a master. Apprenticeship has survived the centuries. At its most sophisticated, it has become very complex and structured, as in the German dual system. Three types of training have roots in the regular schools: arts and crafts schools, vocational and technical schools, and comprehensive high schools. Although France offers many other forms of skill training, the typical French system provides for the simultaneous delivery of skills and the regular school curricula. A system that has greatly influenced other countries is the U.S. comprehensive high school. Its main characteristic is to keep all students together until the end of the secondary level. Three systems are descendants of the apprenticeship tradition: the dual system from Austria, Germany, and Switzerland; enterprise-based training centers in Latin American countries; and the Japanese system in which vocational training is offered by large corporations. These systems cannot simply be transplanted from one society to another. They must be adapted to local conditions. In addition, their shortcomings in the country of origin tend to be exaggerated. (Contains 19 references.) (YLB)

**ED 359 320** CE 061 978

Araujo e Oliveira, Joao Batista Lou, Alex.  
**Retraining the European Workforce: How Technologies Can Help. Training Discussion Paper No. 95.**

International Labour Office, Geneva (Switzerland).  
Report No.—ISBN-92-2-108582-1  
Pub Date—92

Note—11p; Paper prepared for the European Training Technology Event (2nd, Vienna, Austria, November 5-7, 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Education, Cognitive Development, Decision Making, Educational Assessment, Educational Research, Educational Strategies, Educational Technology, Followup Studies, Foreign Countries, Futures (of Society), Goal Orientation, Instructional Effectiveness, Job Training, Labor Force Development, Long Range Planning, Outcomes of Education, Program Effectiveness, Vocational Education  
Identifiers—Europe, Instrumental Enrichment

The discussion of long- versus short-term effects is usually absent when it comes to the choice of training technology. Short-term effects become the major criteria for the choice: training resolves a concrete problem. An important reason for thinking about long-term effects of training and training strategies is the ultimate objective of training the European work force: to become flexible enough to face the uncertainties of the future. The Instrumental Enrichment Program (IEP) illustrates how firms and human development specialists deal with the dilemma of short- and long-term effects. IEP is an intervention program to improve cognitive development and thus make learners more eager and more able to learn. The research and evaluation of experimental applications of IEP in the workplace have not achieved the same positive, long-lasting effects of cognitive change that have been verified with children. The strongest and most interesting promise of the method—that learning ability increases over time as an effect of an adequate IEP intervention—is generally hindered by the short duration of the majority of the applications. Two related issues arise from the results of IEP intervention. First, the dilemma between short- and long-term effects might not be a real dilemma. A major strategic decision facing training planners concerns the choice of those means which simultaneously respond to short- and long-term goals, not a choice between the short and the long term. Second, the choice of training technologies necessarily reflects strategic decisions, so that improving the analytical quality of the decision rules used by training practitioners can be seen as a mirror image of the changing mood in the world of training. Hence, the human resource specialist must learn to think in action, to become a reflective practitioner. (Contains 14 references.) (YLB)

**ED 359 321** CE 062 046

Cappella, Barbara Ann Davis, Evelyn.  
**Home Health Aide. Florida Vocational Program Guide.**  
Florida State Univ., Tallahassee. Center for Instruc-

tional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Feb 87

Note—67p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HO 176 BK 87, guide; HO 186 BK 89, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Allied Health Occupations Education, Articulation (Education), Behavioral Objectives, Career Development, Checklists, Classroom Techniques, Competence, Competency Based Education, Educational Resources, Entry Workers, Guidelines, Home Health Aides, Job Skills, Postsecondary Education, Program Guides, Program Implementation, Secondary Education, State Standards, Student Evaluation, Teaching Methods, Test Items  
Identifiers—Florida

This packet contains a program guide and a Career Merit Achievement Plan (Career MAP) for the implementation of a home health aide program in Florida secondary and postsecondary schools. The program guide outlines the legal authority for the program, describes the program content and structure, provides a program description, and includes a curriculum framework and a set of student performance standards for home health aide courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected of the student to show mastery of each standard. The guide also provides information on the following topics: student organization participation, student admission and teacher standards, teacher certification, facility design for home health aide laboratories and classrooms, equipment, safety, and instructional resources (a listing of 19 audiovisuals and 6 sources for audiovisual materials, 14 print materials, and 11 professional organizations and support services). It includes a sample clinical observation agreement form. The Career MAP is a checklist, to be kept by both student and teacher, of student progress in the competencies required for entry into jobs in the home health field. (KC)

**ED 359 322** CE 062 049

**Nursing Assistant. Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Feb 89

Note—78p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HO 174 BK 89, guide; HO 185 BK 89, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Articulation (Education), Behavioral Objectives, Career Development, Checklists, Classroom Techniques, Competence, Competency Based Education, Educational Resources, Entry Workers, Guidelines, Job Skills, Nurses Aides, Nursing Education, Postsecondary Education, Program Guides, Program Implementation, State Standards, Student Evaluation, Teaching Methods  
Identifiers—Florida

This packet contains a program guide and a Career Merit Achievement Plan (Career MAP) for the implementation of a nursing assistant program in Florida postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and a set of student performance standards for nursing assistant courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the

student performance standards guide lists each standard and the behavior the student is expected to be able to demonstrate in order to show mastery of each standard. The guide also provides information on the following topics: facilities, equipment, and supplies, and safety for nursing assistant education classrooms and laboratories; program implementation; teacher professional development, teacher certification, professional organizations and support services; and instructional resources (a list of 19 print materials and 15 audiovisual materials). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities with resources, procedures, information sheets, self-check with answers, written test with answers, and performance test. The Career MAP is a checklist, to be kept by both student and teacher, of student progress in the competencies required for entry into jobs in the nursing assistant field. (KC)

**ED 359 323** CE 062 365

**[Adult and Continuing Education Collections at Syracuse University.]**

Syracuse Univ., NY. Library.

Report No.—ISSN-0011-0418

Pub Date—91

Note—99p.

Available from—Syracuse University Library Associates Courier, 600 Bird Library, Syracuse, NY 13244-2010 (\$15; 2-10 copies: \$14 each; 11 or more copies: \$12 each).

Journal Cit—Syracuse University Library Associates Courier; v26 n2 Fall 1991

Pub Type—Collected Works - Serials (022) — Historical Materials (060) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Adult Reading Programs, Continuing Education, Educational History, Foreign Countries, Higher Education, Librarians, Libraries, Library Collection Development, Library Role, Literacy Education, Television

Identifiers—India, Laubach Literacy International, Omnibus (Television Series), Syracuse University NY

This issue of the biannual "Syracuse University Library Associate Courier" is devoted to covering the world famous collections of adult and continuing education materials held by the Syracuse University Library. It contains five articles: "Laubach in India: 1935-1970" (S. Y. Shah) describes missionary and founder of Laubach Literacy International Frank Laubach's fight against illiteracy in India. "The Portfolio Club: A Refuge of Friendship and Learning" (Constance Carroll) describes a Syracuse University women's reading club that began in 1875. "Omnibus: Precursor of Modern Television" describes the development of that 1950 series and its attempts to set high standards. "The Adult and Continuing Education Collections at Syracuse University" (Terrance Keenan) provides a history and description of these major collections. "The E. S. Bird Library Reconfiguration Project" (Carol Parke) describes recent changes made in the Syracuse Library that has provided such a supportive environment for the Adult and Continuing Education Collections. (CML)

**ED 359 324** CE 063 222

**D'Azevedo, R. Charters**

**Higher Level Open Distance Learning in Europe:**

**The Accelerating Pace of Change.**

Pub Date—Mar 92

Note—6p; Paper presented at the SADE/European Association of Distance Teaching Universities (EADTU) Conference (Umea, Sweden, March 6, 1992).

Journal Cit—EADTU News; n10 p9-13 May 1992

Pub Type—Journal Articles (080) —

Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—"Distance Education, Educational Change, Educational Cooperation, Educational Strategies, Foreign Countries, Futures (of Society), Higher Education, Labor Force Development, Open Universities, Program Development, School Business Relationship  
Identifiers—European Community

Europe's socioeconomic climate will undergo rapid change as the single market becomes a reality and technological change accelerates. With companies in some countries now spending more collectively on training than their governments spend on



the higher education sector, it is essential to map out a new European strategy for training for the 1990s. This strategy should include the following key components: training information systems, interinstitutional networks, economic and social cohesion, individual achievements profiles, modular course construction, and distance learning. The absolute distinction between institutional and distance learning will likely disappear. The role, scope, and scale of open distance learning in the European Community will expand greatly in response to the general upgrading of skills and knowledge that will be required as economies become much more knowledge dependent. Another important factor is the demographic challenge posed by the overall aging of the population. The European Association of Distance Teaching Universities will play an important role in the expansion of open distance learning in Europe in promoting collaboration between open universities and traditional institutions and in serving as a permanent "lobbyist" for open distance learning at the European Community level. (MN)

**ED 359 325** CE 063 248

**Lerman, Robert I. Pouncy, Hillard**  
**Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5.**

Progressive Policy Inst., Washington, DC.

Pub Date—Mar 90

Note—18p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Apprenticeships, Community Colleges, \*Educational Benefits, Educational Needs, Educational Policy, \*Education Work Relationship, Foreign Countries, Government Role, Models, Needs Assessment, Outcomes of Education, \*Policy Formation, Position Papers, Postsecondary Education, Program Development, Program Effectiveness, School Business Relationship, Secondary Education, \*Youth Employment, \*Youth Programs

**Identifiers**—Germany

Developing a youth apprenticeship in the United States would boost productivity, improve the preparation of youths for the skill demands of a global economy, and simultaneously offer minority youth an avenue into the economic mainstream. Germany's "dual system" of youth apprenticeship could be adopted to form a national skill-building partnership between public schools and businesses in the United States that would expand the supply of skilled workers, narrow the earnings gap between college and noncollege youth, create new incentives for youths to stay in school, and offer disadvantaged youths a realistic alternative to early parenthood and crime. One vision of a youth apprenticeship system in the United States includes five steps: (1) changing school curricula to expose students in grades 8-10 to information about various occupations; (2) offering 10th graders a choice between pursuing an apprenticeship or remaining in a purely academic track; (3) creating a 3-year apprenticeship starting in grade 11; (4) giving apprentices a comprehensive test at the end of grade 12 to ensure both job and educational proficiency; and (5) spending at least 75 percent of the third year of apprenticeship on the job while spending the remainder in either a high school or a community college. (Contains 17 references.) (MN)

**ED 359 326** CE 063 261

**Newton, Derek**

**Working with Numbers.**

Adult Literacy and Basic Skills Unit, London (England).

Report No.—ISSN-0260-5104

Pub Date—93

Note—5p.

Available from—Adult Literacy and Basic Skills Unit (ALBSU), Kingsbourne House, 229-231 High Holborn, London WC1V 7DA, England.

Journal Cit—Adult Literacy and Basic Skills Unit (ALBSU) Newsletter; n48 insert win 1993

Pub Type—Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Adult Basic Education, Adult Literacy, Adult Students, Foreign Countries, \*Inservice Teacher Education, \*Literacy Education, \*Mathematical Applications, \*Mathematics Instruction, \*Numeracy, Teaching Methods, \*Vocational Education Teachers

In order to help students learn mathematics skills and how to apply them, a staff development workshop for vocational tutors was held at Calderdale College (England). The workshop focused on three

objectives: to identify and raise awareness of students' needs, to identify barriers to learning, and to identify ways of supporting students. Four key areas of mathematics were stressed: money, measurement, data handling, and spatial relationship. In the first half of the session, the tutors were asked to carry out four tasks: (1) to write a log of the ways in which they have encountered or used numbers in the past 24 hours; (2) to sort their logs into vocational and social uses of numbers; (3) to identify the numeracy needed by their students in their working lives; and (4) to analyze three or four vocational tasks into their basic numeracy components. Tutors also were made aware of the barriers faced by their students, such as the language used to perform calculations and the difficulties students may have in handling formal mathematical techniques. Finally, tutors were taught common mathematical errors and presented with samples of some of the teaching materials available. (KC)

**ED 359 327** CE 063 355

**Drummond, Lois**  
**Flexible Delivery of Adult Literacy and Basic Education Programs.**

Loddon Campaspe Coll. of TAFE, Bendigo (Australia).

Spons Agency—Adult, Community, and Further Education Board, Melbourne (Australia); Victoria Training Board, Melbourne (Australia).

Pub Date—93

Note—51p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—\*Adult Basic Education, \*Adult Reading Programs, Case Studies, Delivery Systems, \*Distance Education, Foreign Countries, Group Instruction, \*Literacy Education, Program Costs, Program Development, Program Implementation, Questionnaires, Regional Programs, \*Rural Education, Staff Development, \*Teleconferencing, Tutors, Volunteers

**Identifiers**—Audiographics, \*Australia (Victoria)

A study examined flexible delivery modes that could be used to provide adult literacy and basic education (ALBE) to students in rural areas of Victoria, Australia. Telephone interviews were conducted with 29 students and 20 tutors and administrators involved in community-based programs, the 3CCC Airwaves Learning radio program, and off-campus tutoring arrangements. Factors identified as barriers to delivery of ALBE to students in rural areas included the following: limited program funding, lack of infrastructure to support innovative provision, difficulty of predicting student numbers in advance, and lack of advocacy from ALBE students. Flexible modes of delivery, especially audioconferencing (teleconferencing) and audiographics, were deemed effective in ensuring equal access to group provision and its benefits for students isolated due to distance or social/economic factors. A cost analysis established that audioconferencing programs giving students access to group tuition are a costly program delivery mode; however, the alternative is the absence of group provision. Minimizing the number of delivery sites and increasing the number of students at each site were recommended as strategies for reducing costs. The student and tutor interview questions are appended along with 1991 ALBE statistics and a case study of an ALBE audiographic conferencing numeracy class. Contains 20 references. (MN)

**ED 359 328** CE 063 426

**Koehn, Timothy. Ed. Cristovao, Artur. Ed.**

**New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991).**

Tras-os-Montes and Alto Douro Univ., Vila Real (Portugal).

Pub Date—93

Note—320p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC13 Plus Postage.**

**Descriptors**—Access to Education, Agricultural Education, Case Studies, Continuing Education, \*Curriculum Development, Educational Innovation, Educational Needs, \*Educational Practices, \*Educational Strategies, Educational Trends, Extension Agents, \*Extension Education, Farmers, Foreign Countries, Global Approach, Models, Postsecondary Education, Professional Training, \*Program Development, Program Evaluation, Rural Development, \*Rural Extension, Teaching Methods, Technology Transfer

**Identifiers**—\*Europe

This proceedings report is organized into four sections dealing respectively with: (1) global issues facing extension education; (2) extension strategies and methods; (3) extension planning and evaluation; and (4) training and curriculum development. The following papers are included: "Extension Science: To Broaden the Scope" (van Woerkum); "Agricultural Extension: Trends and Perspectives" (Siardos); "Knowledge of Agriculture" (Nitsch); "The Agricultural Knowledge Transformation Cycle" (Blum); "New Challenges for Extensionists: Targeting Complex Problems and Issues" (Dunn); "Ideal Types of Extension System: A Theoretical Framework for the Qualitative Analysis of Extension Organizations" (Sanchez de Puerta T.); "New Initiatives of Agricultural Extension Education in Central Europe as Exemplified by Poland" (Kuzma); "Low Farm Incomes in Ireland and Their Implications for Extension" (Phelan, Markey); "Extension Activities and Rural Development in Slovenia" (Suncic); "Organizational Properties: Manifestations of Different Models of Extension Work" (Hassanullah); "Agricultural Development and Modes of Professionalization of Extension Work: Some Reflections about the French Case" (Lemery); "The 'Reaching Problem' in Extension Education: A Dialogue Approach" (Heymann); "Farmers' Study Groups in the Netherlands" (Proost); "Technology Transfer in Small Scale Dryland Crop Production: Future Challenges" (Bembridge); "Extension and the Picture: Conclusions from a Semiotic Theory of Picture Communication" (Hoffmann); "Extension Alternatives to TOT and the Agricultural Knowledge Perspective: Reflections after the Bad Ball Workshop" (Salas, Tillmann); "Extension in Support of Agricultural Trade Implications for Europe 1992" (Youmans); "Strategic Planning for Extension Systems" (Ludwig); "Developing, Conducting, and Evaluating a Training Program for Professional Extension Educators at the American Farm School, Thessaloniki, Greece" (Crunkilton); "Farmers' Training in Portugal: A Contribution to Its Evaluation" (Cristovao, Figueira); "Rural Extension in Algarve, Southern Portugal: An Evaluation Case Study" (Figueira, Ferreira, Cristovao); "Technology Transfer System in Turkey: Two Case Studies" (Ozkaya); "Program Planning and Continuing Education for Farmers" (Nielsen, Hog, Bouet); "National Portuguese Survey: What Educational Competencies Are Rated Necessary for Extensionist by Directors of Agrarian Zones?" (Koehn, Portela); "Relevancy of U.K. Graduate Education to Malawian Agricultural Professionals' Careers in Agricultural Development" (Trail); and "Designing and Implementing a Portuguese Master's Degree Program: A Luso-American Connection" (Koehn, Cristovao). (MN)

**ED 359 329** CE 063 511

**Barker, Kathryn Chang**

**Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat.**

Department of Industry, Science and Technology, Ottawa (Ontario).

Pub Date—Jun 92

Note—117p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—Adult Basic Education, \*Adult Literacy, Adult Programs, Canada Natives, \*Change Strategies, \*Educational Needs, Educational Policy, Educational Research, Educational Resources, Foreign Countries, Guidelines, Immigrants, \*Literacy Education, Needs Assessment, Policy Formation, \*Program Improvement, Questionnaires, \*Research Needs, State of the Art Reviews

**Identifiers**—\*Canada, Workplace Literacy

This study examined current initiatives related to adult literacy in Canada. A literature search, interviews with government personnel, telephone surveys, faxed questionnaires, and interviews with key individuals were used to assess four kinds of initiatives (teaching/learning opportunities, support to programs, policy development, and advocacy/public education) directed at four target groups: basic illiterates, illiterates in the workforce, immigrants, and aboriginal groups. The unmet needs and issues of concern to Canada's literacy education community were identified, and 12 recommendations were developed from the perspective of adult literacy stakeholders. The overview and needs assessment confirmed that Canada's adult literacy problem is a



national, expensive, long-term, and complicated problem requiring national leadership and coordination to support and increase the involvement of the literacy community, researchers, policymakers, and advocates in the development and implementation of a national policy on adult literacy and basic education that incorporates the complex nature of literacy as an educational, social, economic, and political issue. Appendixes include details of the data-gathering methodology, an inventory of research in Canada, a sampling of Canadian literacy resources, a 31-item annotated bibliography, the faxed literacy community survey, and guidelines for creating an adult literacy policy. (Contains 118 references.) (MN)

**ED 359 330** CE 063 587  
**Workforce & Workplace Literacy. Selected References. Revised.**

Business Council for Effective Literacy, New York, NY.

Pub Date—Apr 93

Note—10p.; Revises ED 344 075.

Journal Cit—BCEL Brief; n1 Apr 1993

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, \*Adult Reading Programs, Annotated Bibliographies, \*Basic Skills, Educational Needs, Functional Literacy, Futures (of Society), Job Skills, \*Labor Force Development, \*Literacy Education, Needs Assessment, Occupational Surveys, On the Job Training, Position Papers, Program Development, Program Guides, Program Implementation, Research Reports

Identifiers—\*Workplace Literacy

This annotated bibliography describes 42 documents dealing with work force and workplace literacy. Annotations are provided for 17 how-to guides and assessment tools, 19 policy reports and research papers, and 6 surveys. The following are among the topics covered in the individual documents described: job-related literacy training, basic skills in the workplace, worker-centered learning, employer-provider training partnerships, the Comprehensive Adult Student Assessment System (CASAS), workplace literacy program development, global challenges and work force retraining, functional context education, evaluation of program effectiveness, the work force of the 21st century, competition in the new international economy, the school-to-work transition, the federal role in adult literacy, training for increased productivity, the new economy, provision of basic skills training for new employees, the literacy needs of job seekers, youth employment training programs, trends affecting manufacturers, and human resource trends. Each annotation includes a document summary, bibliographic data, an ordering address, and price information. (MN)

**ED 359 331** CE 063 588  
**National Technical Assistance Organizations. Workforce & Workplace Literacy Series. Revised.**

Business Council for Effective Literacy, New York, NY.

Pub Date—5 Mar 93

Note—5p.; Revises ED 344 076.

Journal Cit—BCEL Brief; n2 Mar 5 1993

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Job Skills, \*Job Training, Labor Force Development, \*Literacy Education, Material Development, \*National Organizations, National Programs, \*Program Development, \*Technical Assistance

Identifiers—\*Workplace Literacy

This brief describes 14 national technical assistance organizations for work force and workplace literacy. Descriptions contain these types of information: specific areas of expertise, experience, or specialization; types of organizations with which it has worked; types of programs or services offered; geographic areas served; and clients. The name of a contact with address and telephone number is provided. These organizations are included: The HRD Department, Inc.; Performance Plus Literacy Consultants; The Center for Applied Linguistics; Center on Education and Training for Employment; Language Training Designs; Center for Remediation Design; Sylvan Learning Corporation; Educational Data Systems, Inc.; The Salem Company; Work,

Achievement, Values, and Education; Merex Corporation; Interactive Knowledge, Inc.; Matrices Consultants, Inc.; and Frontier College. (YLB)

**ED 359 332** CE 063 589  
**Basic Skills in the Hotel & Food Service Industries. Workforce & Workplace Literacy Series. Revised.**

Business Council for Effective Literacy, New York, NY.

Pub Date—Jun 93

Note—10p.; Revises ED 344 077.

Journal Cit—BCEL Brief; n3 Jun 1993

Pub Type—Reference Materials - Directories/Catalogs (132) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Citations (References), Education Work Relationship, \*Food Service, \*Hospitality Occupations, Instructional Materials, Labor Force Development, \*Literacy Education, Program Administration, Program Development, Resources

Identifiers—\*Workplace Literacy

This report contains a list of 21 contacts and 9 references concerned with workplace literacy programs in the hotel and food service industries. Each listing includes addresses and telephone numbers, prices if applicable, and a brief description of the resource or materials. The materials listed are mostly reports of workplace literacy projects in the hotel and food service industries, and training manuals for conducting such programs. The report also contains a summary of the state of basic skills training in the hotel and food service industries today. Attached is a reprint of the BCCEL newsletter for July 1988, containing an article, "Guiding Lights: Policy and Planning," which summarizes the "Workforce 2000" and "Toward a More Perfect Union" reports and their implications for policymakers. (KC)

**ED 359 333** CE 063 591  
**Basic Skills & the Health Care Industry. Workforce & Workplace Literacy Series. Revised.**

Business Council for Effective Literacy, New York, NY.

Pub Date—May 93

Note—13p.; Revises ED 344 078.

Journal Cit—BCEL Brief; n4 May 1993

Pub Type—Reference Materials - Directories/Catalogs (132) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Reading Programs, Annotated Bibliographies, \*Basic Skills, Functional Literacy, \*Health Occupations, \*Health Personnel, \*Literacy Education, \*Patient Education, Profiles, Program Descriptions

Identifiers—\*Workplace Literacy

This brief is a combination directory of contact persons and annotated bibliography designed to provide information on developing and implementing basic skills training programs for workers in the health care industry. The first section contains information on 33 contact persons currently operating employee basic skills programs for health care workers, working on patients' literacy needs, providing technical assistance in the area of basic skills training, researching the impact of employee basic skills on health care, or operating grant programs in support of health care projects. Each profile contains the contact person's current title and address along with a brief summary of the program. The second part of the brief is an annotated bibliography of 16 publications. The publications cited deal with various aspects of basic skills and literacy training for health care workers and patient education, including the following: workplace literacy, teaching and learning English as a Second Language, teaching patients with low literacy skills, women's health, the health status of illiterate adults, communicating with non-English-speaking patients, and cultural diversity. A publisher of health care materials for adults with limited reading abilities is also listed. (MN)

**ED 359 334** CE 063 592  
**Basic Skills in Small Businesses. Workforce & Workplace Literacy Series. Revised.**

Business Council for Effective Literacy, New York, NY.

Pub Date—Jun 93

Note—20p.; Revises ED 344 080.

Journal Cit—BCEL Brief; n6 Jun 1993

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Cata-

logs (132) — Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Basic Skills, Citations (References), \*Education Work Relationship, Instructional Materials, Labor Force Development, \*Literacy Education, Program Administration, Program Development, Reading Instruction, Resources, Skill Development, \*Small Businesses, Writing Instruction

Identifiers—\*Workplace Literacy

This report contains a list of 24 contacts and 15 references concerned with workplace literacy programs in small businesses. Each listing includes addresses and telephone numbers, prices if applicable, and a brief description of the resource or materials. The materials listed are mostly reports of workplace literacy projects in small businesses and training manuals for conducting such programs. The report also contains a summary of the state of basic skills instruction in small businesses today. Copies of articles: "The Large Matter of Small Business" (BCCEL Newsletter, July 1990) and "The Missing Link: Workplace Education in Small Business" (BCCEL Newsletter, July 1992) are attached. (KC)

**ED 359 335** CE 063 618

Rumberger, Russell W.

**Conceptual and Methodological Issues in Assessing Work Skills: A Multi-Disciplinary Analysis.**

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date—Jun 88

Note—51p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, \*Change, Educational Research, \*Employment Qualifications, Evaluation Methods, Interdisciplinary Approach, \*Job Analysis, \*Job Skills, Labor Force Development, \*Measurement Techniques, Postsecondary Education, Psychological Studies, Qualitative Research, Secondary Education, Skill Analysis, Vocational Education

One possible reason for ambiguous findings regarding changes in work skills is the way work skills are defined and measured. Five conceptual bases for defining work skills are illustrated in the research literature: abilities of individuals, behavior requirements of jobs, ability requirements of jobs, behaviors exhibited at work, and abilities exercised or used at work. Outside of the field of psychology, issues about the dimensions of skills have not received great attention. No universal taxonomy for defining the dimensions of work skills exists. Issues of measurement differ depending on whether the focus is on measuring skills of individuals or measuring skill requirements of jobs. Much interest in work skills concerns issues of change. Existing evidence, based on both large-scale assessments of skill changes and case studies, yields no firm conclusions about whether skill requirements of jobs are changing and, if so, in what ways. One way to further understanding of skill changes is to understand how various forces interact to influence skill requirements. Steps to help improve understanding of work skills and how they change are as follows: (1) studies of job skills should be based on comprehensive measures of both the qualitative and quantitative dimensions of work skills; (2) the concepts and measures of work skills should be applied both to capabilities of individuals and requirements of jobs; and (3) future research should attempt to develop a more complete model of the forces affecting job skill requirements. (Contains 77 references.) (YLB)

**ED 359 336** CE 063 810

Graves, Pat R., Ed. And Others

**Business Education Index 1992, Volume 53, Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals and Yearbooks Published during the Year 1992.**

Delta Pi Epsilon Society, Little Rock, AR.

Report No.—ISSN-0068-4414

Pub Date—93

Note—171p.

Available from—Delta Pi Epsilon, P.O. Box 4340, Little Rock, AR 72214.

Journal Cit—Business Education Index; v53 1992

Pub Type—Reference Materials (130) — Collected Works - Serials (022)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Accounting, Accreditation (Institutions), Business Administration, Business Communication, \*Business Education, Business Education Teachers, Classroom Techniques, Curriculum, Distributive Education, \*Educational

Research, High Risk Students, Indexes, Information Management, Information Processing, \*Information Systems, Keyboarding (Data Entry), \*Marketing, Microcomputers, Needs Assessment, Occupational Information, Office Management, Postsecondary Education, Reprography, Research Reports, Secondary Education, Shorthand, Special Needs Students, \*Teacher Education, Teaching Methods, Typewriting, Vocational Education, Word Processing

This index provides entries for business education articles and research studies compiled from a selected list of periodicals and yearbooks published during 1992. Priority is given to journals essential to research and teaching in the broad business education spectrum with emphasis on information systems (including business communications), business teacher education, and vocational education (primarily marketing education). All entries have the title, author(s), journal, volume and number (if applicable), inclusive pages, month, and year. Subjects are arranged in alphabetical order first by main category and then by subcategories. Main categories contain miscellaneous entries related to that category; subcategories contain more specific entries. Each article is indexed under at least one and no more than four subjects. Major categories are as follows: accounting, accreditation, administration and supervision, business administration, business education, business communications, curriculum, document design and processing, educational institutions, employment, equipment and supplies, general education, guidance and counseling, human relations, information management/processing, keyboarding/typewriting, legislative issues, marketing, microcomputers, minorities, office management, professional development, reprographics, research, shorthand, special education, standards, teaching, testing and evaluation, and training and development. An author listing in alphabetical order follows the subject section. (YLB)

ED 359 337 CE 063 869

Capelli, Peter

**Are Skill Requirements Rising? Evidence from Production and Clerical Jobs.** EQW Working Papers.

National Center on the Educational Quality of the Workforce, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—R117Q00011-91

Note—35p; Appendix A (two pages) is largely illegible.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Clerical Workers, Economic Research, Employment Qualifications, \*Job Analysis, \*Job Skills, \*Labor Force Development, Occupational Surveys, Policy Formation, \*Production Technicians, Public Policy, \*Research Methodology, Research Needs, Skilled Occupations

The research on the demand for skills in the U.S. economy is split over the issue of whether technological change has tended to increase or decrease job skill requirements. The question of whether job skill requirements have been rising is important to public policy debates concerning the skill gap, wage inequality, and the changing quality of jobs. Some researchers have attempted to use indirect measures of skill requirements, whereas others have used direct measures and have concentrated primarily on case studies. Neither approach is free of problems, however. A far better data source is job analysis. The job analysis measure developed by Hay Associates is similar to the Dictionary of Occupational Titles (DOT) measure and includes a series of variables that capture the autonomy and complexity of jobs with respect to areas such as know-how, problem solving, and accountability. The Hay technique of job analyses was used to study the changing skill requirements for production and clerical jobs. The results suggested support for highly significant skill increases in production jobs. The results for clerical jobs, on the other hand, varied significantly by function. Half the clerical jobs examined experienced significant increases in skill needs, whereas the other half experienced significant decreases. Appendices contain data on the Hay technique, a list of production job titles, and graphical analyses of eight jobs. (Contains 83 references.) (MN)

ED 359 338 CE 063 897

Norton, Robert E.

RIE DEC 1993

**SCID: Model for Effective Instructional Development.**

Pub Date—Jun 93

Note—14p; Paper presented at the Mid-America Competency-Based Education Conference (Bloomington, MN, June 9-11, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Behavioral Objectives, Competency Based Education, \*Curriculum Development, Formative Evaluation, \*Instructional Development, Job Analysis, Job Skills, \*Material Development, Needs Assessment, Postsecondary Education, Program Design, Program Development, \*Program Evaluation, Program Implementation, Program Improvement, Secondary Education, Summative Evaluation, \*Task Analysis, Teaching Methods

Identifiers—\*Systematic Curriculum and Instructional Develop., \*Tech Prep

The Systematic Curriculum and Instructional Development (SCID) model provides a tested procedure for developing high-quality, low-cost competency-based education and tech prep curriculum and instructional materials. It consists of 5 phases—analysis, design, development, implementation, and evaluation—and 23 components. The analysis phase includes needs, job, and task analyses. In the design phase, the task performance information collected during analysis is used to determine a training approach and develop learning objectives, performance measures, and a training plan. The development phase results in the production of whatever instructional materials, including media, were decided upon during the design phase. In competency- and performance-based programs, the instructional materials typically take the form of competency profiles, learning guides, and modules. The more traditional education and training programs usually produce curriculum guides, courses of study, and lesson plans. Implementation involves putting the education or training program into actual operation. The training is conducted, and learner performance is evaluated. Results of instruction are documented in the form of student and instructor performance records. Summative evaluation data is collected and analyzed; corrective actions are initiated. (Attachments include graphic and descriptive information about the model.) (YLB)

ED 359 339 CE 063 898

Norton, Robert E.

**DACUM and Tech Prep: Dynamic Duo.**

Pub Date—Jun 93

Note—23p; Paper presented at the Mid-America Competency-Based Education Conference (Bloomington, MN, June 9-11, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Competency Based Education, Corporate Support, \*Curriculum Development, Educational Cooperation, Job Analysis, \*Job Skills, Material Development, Postsecondary Education, \*Program Development, Program Implementation, \*School Business Relationship, Secondary Education, \*Task Analysis

Identifiers—\*DACUM Process, \*Tech Prep

One significant technique for initiating needed co-operation in tech prep is through use of the DACUM (Developing a Curriculum) job analysis process. Many program directors are asking educators to identify expert workers to serve on the panel. The next phase of serious linkage and partnering occurs when the panel comes together to interact and describe their jobs precisely. The process usually results in identification of 8 to 12 duties and 75 to 125 task statements that outline what a successful worker in a particular job or job cluster must be able to do. The DACUM process is quick and inexpensive and has public relations value. DACUM has seven procedural steps: committee orientation, review of occupation, identification of duties, identification of specific tasks performed, review and refinement of task and duty statements, sequencing of task and duty statements, and identification of related requirements. Verified tasks undergo a task analysis to determine specific steps, performance standards, tools, knowledge required, safety, attitudes, and decisions involved in performing each task. Information resulting from task analysis is then incorporated into modules, learning guides, and other instructional materials. The DACUM process enables educators to develop and revise curricula, involve business and industry, and develop accurate

job requirement profiles; in their turn, business and industry can develop accurate descriptions of jobs and participate in development of educational programs. (YLB)

ED 359 340

CE 063 899

Freeling, Meg

**Becoming Master Learners in the Workplace. Workforce Development through Learning Initiative Teams.**

Eastland Vocational School District, Groveport, OH.

Spons Agency—Ohio State Dept. of Education, Columbus, Div. of Vocational and Career Education.

Pub Date—93

Contract—4-P1-ZM-LA-00

Note—224p.

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Job Skills, Job Training, \*Labor Force Development, \*Literacy Education, Needs Assessment, Participative Decision Making, \*Program Design, Program Development, Program Implementation, Quality of Life, \*Team Training, Teamwork

Identifiers—\*Learning Initiative Teams, \*Workplace Literacy

This manual is designed to train an in-house steering committee to design and implement a comprehensive, ongoing, worker-driven, workplace learning program. The seven chapters take the projected committee through a full-cycle design process. Each chapter includes an overview, a list of objectives, and a series of action steps to follow, and a mastery process that supports the chapter theme from an entirely different perspective. Mastery processes introduce a larger view, provide inspiration, and offer a variety of tools for personal and group mastery. Chapter 1 orients the group to four major themes important to an understanding of educational activities in the workplace: workplace trends, master learning, literacy, and workplace skills. Chapter 2 describes the steps needed to develop the steering committee into an effective working group. Chapter 3 shows the steering committee how to organize a needs assessment. Chapter 4 offers an array of options to help the steering committee narrow down choices for learning components to suggest to Learning Initiative Teams (LITs). Chapter 5 explores the nature and function of an LIT and offers pointers for creating guidelines for the formation of the teams that will inaugurate the workplace learning program. Chapter 6 links the steering committee and LITs to educational service providers. Chapter 7 leads the steering committee through implementation of the first cycle of LIT activities and its evaluation. Appendices include a glossary and directories of educational service providers in Central Ohio and of organizations with workplace learning programs. Contains 39 references. (YLB)

ED 359 341

CE 063 901

**A Guide to Aviation Education Resources.**

National Coalition on Aviation Education, Washington, DC.

Pub Date—May 93

Note—34p.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Aircraft Pilots, Air Traffic Control, \*Air Transportation, \*Aviation Education, \*Aviation Mechanics, Aviation Technology, Educational Resources, Flight Training, Instructional Materials, Postsecondary Education, Science Education, Secondary Education, Technical Education, Videotape Recordings

This resource guide details the services and materials available from the National Coalition for Aviation Education (NCAE) member organizations. An alphabetical listing of 15 NCAE member organizations provides in each case the name of a contact person, address, telephone and fax numbers, and a very brief description of whom or what the organization represents or of the organization's purpose. This listing is followed by more detailed synopses of services and/or publications available from the NCAE member organizations: Aircraft Electronics Association; Aircraft Owners and Pilots Association; American Helicopter Society; Aviation Distributors and Manufacturers Association; EAA [Experimental Aircraft Association]; Aviation Foundation, Inc.; General Aviation Manufacturers Association; Helicopter Association International; International Association of Machinists and Aero-

space Workers; National Aeronautic Association; National Air Transportation Association; NASAO [National Association of State Aviation Officials]; Center for Aviation Research and Education; National Business Aircraft Association; Opportunity Skyway; Professional Aviation Maintenance Association; and aviation education programs sponsored by the Federal Aviation Administration (FAA). (YLB)

**ED 359 342** CE 063 910  
Winn, Marilyn G. Lynch, Richard L., Ed.  
Apparel and Accessories, Second Edition. Career Competencies in Marketing Series.  
Report No.—ISBN-0-07-040908-0  
Pub Date—90  
Note—257p.  
Available from—Glencoe Division, Macmillan/McGraw-Hill, P.O. Box 9609, Mission Hills, CA 91346.

Pub Type—Books (010) — Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Clothing, Communication Skills, Competency Based Education, \*Distributive Education, \*Fashion Industry, Human Relations, Learning Activities, Learning Modules, \*Managerial Occupations, \*Marketing, Mathematics Skills, \*Merchandise Information, Merchandising, Salesmanship, Secondary Education

This competency-based instructional text focuses on preparing students for apparel industry positions at the career-sustaining and marketing specialist levels. It also includes materials to help students develop the competencies needed for entry-level and managerial positions. The text is divided into four units. Unit 1 contains a chapter providing an overview of the apparel and accessories industry and various related career options and a chapter explaining how marketing principles are applied within the industry. The two chapters of Unit 2 cover human relations and communications and the mathematics skills required for a career in apparel and accessories marketing. Unit 3 consists of chapters presenting product information on the following items: fabric, women's clothing, menswear, children's wear, shoes, and accessories. The six chapters included in Unit 4 cover marketing skills related to the following: buying and pricing, physical distribution, promotion, visual merchandising, selling, and management and administration. Each chapter begins with real-life examples and refers repeatedly to current industry trends and to the experiences of real apparel and accessories marketing businesses. Learning experiences are interspersed throughout each chapter, and each unit concludes with a project or case study designed to unify the various topics covered in that unit. (MN)

**ED 359 343** CE 063 940  
Laser Electro-Optic Technology. Florida Vocational Program Guide.

University of South Florida, Tampa. Dept. of Adult and Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jun 91

Note—57p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. IE594 BK 91, guide; IE593 BK 91, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Competency Based Education, \*Electronics, \*Electronic Technicians, \*Job Skills, \*Lasers, Occupational Information, \*Optics, Performance, Postsecondary Education, Program Development, Program Evaluation, Program Guides, \*Program Implementation, Secondary Education, State Programs, Statewide Planning, Technical Education

Identifiers—Florida  
This program guide identifies primary considerations in the organization, operation, and evaluation of a laser electro-optic technology program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities,

special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section addresses key factors that must be considered when implementing the program: teacher characteristics, conventional instructional methods, student admissions criteria, cooperative education, and student organization participation. A list of suggested instructional resources is organized under each outcome shown in the curriculum framework. Other contents include the following: facility design recommendations; information on safety, maintenance, and liability; suggested equipment list with tools and items of equipment listed under each outcome corresponding to the curriculum framework; and information on professional development (teacher technical updating and teacher standards). A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

**ED 359 344** CE 063 941  
Life Management Skills. Florida Vocational Program Guide.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jun 90

Note—49p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HE 323 BK 90, guide; HE 325 BK 90, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Competency Based Education, Coping, \*Daily Living Skills, Decision Making Skills, \*Health, \*Home Economics, Home Economics Skills, \*Individual Development, Interpersonal Competence, \*Job Skills, Nutrition, Occupational Information, Performance, Postsecondary Education, Program Development, Program Evaluation, Program Guides, \*Program Implementation, Secondary Education, State Programs, Statewide Planning

Identifiers—Florida  
This program guide identifies primary considerations in the organization, operation, and evaluation of a life management skills program. Program content is presented first. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers use of the student learning guide and student organization participation. A section on professional considerations lists certification coverage for life management skills, professional organizations, and organizations providing support services. The final section lists the following instructional resources: sources of print and audiovisual materials and software; state-adopted instructional materials, 1988-94; teacher-recommended materials; and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

**ED 359 345** CE 063 942  
Marketing and Distribution. Florida Vocational Program Guide.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jun 90

Note—63p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. ME 150 BK 90; guide; ME 153 BK 90,

Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Competency Based Education, \*Distributive Education, \*Job Skills, \*Marketing, Occupational Information, Postsecondary Education, Program Development, Program Evaluation, Program Guides, \*Program Implementation, Secondary Education, State Programs, Statewide Planning

Identifiers—Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a marketing education program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers use of the student learning guide and student organization participation. A section on professional considerations lists certification coverage for marketing and distribution, professional organizations, and organizations providing support services. The final section lists the following instructional resources: a contact for information on a test item bank; sources of print and audiovisual materials and software; teacher-recommended materials; and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

**ED 359 346** CE 063 943  
Natural Resources and Forest Ecology. Florida Vocational Program Guide.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jul 91

Note—107p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. AG 413 BK 91, guide; AG 412 BK 91, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Agricultural Education, Behavioral Objectives, Competency Based Education, \*Conservation (Environment), Conservation Education, \*Ecology, \*Forestry, \*Job Skills, \*Natural Resources, Occupational Information, Performance, Postsecondary Education, Program Development, Program Evaluation, Program Guides, \*Program Implementation, Secondary Education, State Programs, Statewide Planning, Vocational Education

Identifiers—Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a natural resources and forest ecology program. Program content is presented first. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers use of agriculture enhancement teaching-learning plans and the student learning guide and student organization participation. A section on professional considerations lists certification coverage for natural resources and forest ecology and professional organizations and support services. The final section lists the following instructional resources: a contact for information on a test item bank; teacher-recommended materials; sources of print and audiovisual materials and software; and Florida Educational Information Service services.



Sample teaching-learning plans and a sample student learning guide are appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

#### ED 359 347 CE 063 944

**Paramedic, Florida Vocational Program Guide.**  
Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jul 89

Note—157p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HO 191 BK 89, guide; HO 189 BK 89, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accidents, \*Allied Health Occupations Education, Behavioral Objectives, Competency Based Education, \*Emergency Medical Technicians, \*Job Skills, Occupational Information, Performance, Postsecondary Education, Program Development, Program Evaluation, Program Guides, \*Program Implementation, Rescue, Secondary Education, State Programs, Statewide Planning

Identifiers—Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a paramedic program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and information on safety. The section on implementation considers student admissions requirements, suggested instructional approach, teaching methods, evaluation criteria, student learning guides, and student organization participation. A section on professional considerations lists certification coverage for paramedic and professional organizations and support services. The final section lists the following instructional resources: an emergency medical services (EMS) bibliography and names and addresses of state EMS directors. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

#### ED 359 348 CE 063 945

**Patient Care Assistant, Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jul 91

Note—97p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HO 206 BK 91, guide; HO 205 BK 91, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Allied Health Occupations Education, Attendants, Behavioral Objectives, Competency Based Education, \*Home Health Aides, \*Job Skills, \*Nurses Aides, Nursing, Occupational Information, Performance, Postsecondary Education, Program Development, Program Evaluation, Program Guides, \*Program Implementation, Secondary Education, State Programs, Statewide Planning

Identifiers—Florida

This program guide identifies primary considerations in the organization, operation, and evaluation

of a patient care assistant program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, information on safety, and suggested equipment and supplies. The section on implementation considers student learning guides, student organization participation, and a sample student code of ethics statement. A section on professional considerations lists certification coverage for patient care assistant and professional organizations and support services. The final section lists the following instructional resources: information on a test item bank, sources of print and audiovisual materials and software, instructor-recommended materials, and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

#### ED 359 349 CE 063 946

**Receptionist and Communication Systems Operation, Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jul 91

Note—88p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. BE 151 BK 91, guide; BE 150 BK 91, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, \*Business Communication, Competency Based Education, \*Job Skills, Keyboarding (Data Entry), Occupational Information, \*Office Occupations Education, Performance, Postsecondary Education, Program Development, Program Evaluation, Program Guides, \*Program Implementation, \*Receptionists, Secondary Education, State Programs, Statewide Planning, Telephone Usage Instruction

Identifiers—Florida  
This program guide identifies primary considerations in the organization, operation, and evaluation of a receptionist and communication systems operation program. An occupational description and program content are presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, information on safety, and suggested equipment and supplies. The section on implementation considers student learning guides and student organization participation. A section on professional considerations lists certification coverage for receptionist and communication systems operation and professional organizations and support services. The final section lists the following instructional resources: sources of print and audiovisual materials and software, teacher-recommended materials, and Florida Educational Information Service services. A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

#### ED 359 350 CE 063 947

**Respiratory Therapy and Respiratory Therapy Technician, Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jul 90

Note—131p.

Available from—Division of Vocational, Adult, and

Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HO 199 BK 90, guide; HO 202 BK 90, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Allied Health Occupations Education, Behavioral Objectives, Competency Based Education, \*Job Skills, Medical Assistants, Medical Services, Occupational Information, \*Paraprofessional Personnel, Performance, Postsecondary Education, Program Development, Program Evaluation, Program Guides, \*Program Implementation, \*Respiratory Therapy, Secondary Education, State Programs, Statewide Planning, \*Therapists

Identifiers—Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of respiratory therapy and respiratory therapy technician programs. An occupational description and program content are presented. The curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, information on safety, and suggested equipment and supplies. The section on implementation considers student learning guides, student organization participation, and sample student code of ethics statement. A section on professional considerations addresses certification and lists professional organizations and support services. The final section lists the following instructional resources: a contact for information on a test item bank; sources of print materials, software, and instructor-developed materials; journals recommended and study resources developed by the National Board for Respiratory Care; instructor-recommended materials; and Florida Educational Information Service services. A sample student learning guide is appended. Two Career Merit Achievement Plans (Career MAP) display the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

#### ED 359 351 CE 063 948

**Work Experience, Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jul 91

Note—107p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. DO 136 BK 91, guide; DO 135 BK 91, Career Merit Achievement Plan).

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Competency Based Education, Dropout Prevention, Employer Employee Relationship, \*Employment Potential, \*Job Skills, Occupational Information, \*On the Job Training, \*Part Time Employment, Performance, Postsecondary Education, Potential Dropouts, Program Development, Program Evaluation, Program Guides, \*Program Implementation, Secondary Education, State Programs, Statewide Planning, \*Work Experience Programs

Identifiers—Florida

This program guide identifies primary considerations in the organization, operation, and evaluation of a work experience program designed for the potential school leaver. The program philosophy is set forth. Program content is then presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and safety information. The section on implementation considers student learning guides and

employer relations. A section on professional considerations addresses certification coverage and lists professional organizations and support services. The final section lists instructional resources: sources of print materials and audiovisual materials and software, teacher-recommended materials, and Florida Educational Information Service services. A sample student learning guide, samples of forms mentioned in the curriculum framework, and additional sample forms are appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED 359 352

CE 063 955

Fingeret, Hanna Arlene

**It Belongs to Me. A Guide to Portfolio Assessment in Adult Education Programs.**

Literacy South, Durham, NC.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

Pub Date—Apr 93

Note—79p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Adult Basic Education, \*Adult Learning, Adult Literacy, Classroom Techniques, Evaluation Methods, Informal Assessment, \*Literacy Education, Portfolios (Background Materials), Program Development, Program Evaluation, Program Implementation, \*Student Evaluation, Student Records, Teaching Methods

Identifiers—\*Portfolio Approach

This guide is designed to introduce adult literacy educators to the concept of portfolio assessment and to provide some guidance about how to incorporate portfolio assessment into adult literacy education work. An introduction describes what a portfolio is and provides an overview of the four major areas of reflection and decision making that make up the portfolio assessment process. The teacher must: (1) decide whether portfolio assessment is consistent with his or her own individual approach to instruction and assessment; (2) plan portfolio assessment; (3) implement portfolio assessment; and (4) evaluate the process and revise it for future use. The next section focuses on the process of clarifying the philosophy and approach to instruction and deciding if portfolio assessment is consistent with the instructional program. The next two sections look at the processes of planning and implementing portfolio assessment, highlighting adult literacy educators' and students' experience. This is followed by a discussion of impacts, administrative issues, and recommendations for the field, including national and local support mechanisms, training for trainers in portfolio assessment, incorporation of portfolio assessment into the indicators of program quality, and improved professional support and working conditions. Appendices include sample forms and tools that programs and educators have created for portfolio assessment, and a 22-item selected annotated bibliography. Contains 46 references. (YLB)

ED 359 353

CE 063 956

Cappelli, Peter Iannozzi, Maria

**Challenge: To Develop Incentives for Investment in Educational Attainment in Order to Produce a More Productive, More Competitive Workforce.** EQW Issues Number 5.

National Center on the Educational Quality of the Workforce, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—R117Q00011-91

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Attainment, Educational Benefits, \*Educational Economics, \*Educational Finance, Educational Status Comparison, Financial Policy, Higher Education, \*Human Capital, Human Resources, \*Labor Force Development, Outcomes of Education, Postsecondary Education, \*Productivity, Public Policy, Secondary Education

The old "nature versus nurture" argument has resurfaced in a new guise—the role of inherent ability or of education as the source of skill and the reason for achievement. Research shows that even one additional year of schooling raises a person's wages. Even when the relationship among education, productivity, and wages appears obvious, there is evi-

dence for two arguments. The screening argument holds that investments in education reveal the job-relevant abilities and skills that students already possess—stopping some while allowing others to pass through the mesh. The human capital model argues that skills are acquired through investment in education, which adds to the overall volume of ability. Driving this debate is the notion of the returns provided both to the individual and society by educational attainment. However, structural changes in the economy, changes in policy, and shifts in demographics illustrate how societal trends contribute to the fluctuations in returns to education. Recommendations to find the most effective location for educational attainment include the following: developing better means of determining job-relevant abilities, encouraging business-school networks, increasing retention and educational attainment, and making educational loans and financial aid more accessible to students for whom investment in educational attainment shows real promise. (YLB)

ED 359 354

CE 063 959

Baskett, H. K. Morris

**Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed Learning in the Workplace.**

Group for Interdisciplinary Research on Autonomy and Training, Montreal (Quebec).

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—Jan 93

Note—68p.; Paper presented at the International Symposium on Self-Directed Learning (7th, West Palm Beach, FL, January 21-23, 1993). For a related document, see ED 352 563.

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, \*Adult Learning, Employee Attitudes, Employer Employee Relationship, Foreign Countries, \*Independent Study, Job Skills, \*Job Training, Labor Force Development, \*Learning Motivation, Lifelong Learning, \*Organizational Climate, Participatory Research, \*Work Environment, Work Experience

Identifiers—Canada

A study to explore organizational conditions that facilitate workplace learning involved 35 resource development consultants in Calgary, Alberta, Canada and line staff from 22 organizations in a 9-hour participatory research workshop using Appreciative Inquiry—a technology emphasizing the positive or "life-giving" forces which contribute to a person's ability to be effective in an organization. The workshop format consisted of three separate 3-hour segments. Session 1 activities included naming 235 life-giving forces, grouping them into 17 categories, naming the affirmative topics, and selecting topics related to self-directed learning. Between sessions, the steering committee met to collapse the 17 categories into 7 topic headings. A 42-cell matrix was created to guide examination of the effects of these 7 life-giving forces upon Weisbord's (1976) 6 organizational factors. The second session was devoted to developing "provocative propositions" for each cell. During the final session, participants validated the final "provocative propositions." Using thematic analysis, 10 main propositions or major enhancers of self-directed learning in the workplace were identified: continuous improvement, involving individuals, taking personal responsibility, harmonious values, leadership that sets an example, valuing differences, communication, taking risks, teamwork, and innovation. (Appendixes include a description of the five steps in the Appreciative Inquiry process, information on development of the affirmative topics, 42 provocative propositions, a summary of participant evaluations, and definitions of the 10 organizational enhancers of self-directed learning. Contains 21 references.) (YLB)

ED 359 355

CE 063 961

Denton, Virginia Lantz

**Booker T. Washington and the Adult Education Movement.**

Report No.—ISBN-0-8130-1182-5

Pub Date—93

Note—264p.

Available from—University Press of Florida, 15 Northwest 15th Street, Gainesville, FL 32611 (\$34.95).

Pub Type—Books (010)—Historical Materials (060)

Document Not Available from EDRS.

Descriptors—\*Adult Education, Agricultural Edu-

cation, Black Achievement, \*Black History, \*Black Influences, Black Institutions, \*Black Leadership, Blacks, Black Studies, Educational Development, \*Educational History, Extension Education, Job Training, Racial Segregation, Slavery, \*Social Change, United States History, Vocational Education

Identifiers—\*Washington (Booker T)

Born into slavery in 1856, Booker T. Washington overcame staggering obstacles to lead emancipated blacks into a quiet revolution against illiteracy and economic dependence. In his lifetime, the national focus became more democratic, and the education of adults proliferated, bringing social change. The first public efforts to educate freed slaves were instigated by the northern military, philanthropic groups such as the American Missionary Association, and the short-lived Freedmen's Bureau. Washington formed his early vision of the world in Hale's Ford, Virginia, an isolated rural crossroads where conditions were bleak for both blacks and whites, and at Hampton Institute in Hampton, Virginia, where the principal, Samuel Chapman Armstrong, became his most significant white mentor. Imbued with Armstrong's model of "head-hands-heart" education, Washington believed that to compete for justice, people must be trained and their training must be determined by the job market. He refined this idea at Tuskegee Institute in Alabama, which he founded, pioneering national and international programs in agriculture, industry, education, health, housing, and politics. Through his work at Tuskegee, he established himself as an agent for social change through adult education. Placing high value on the "uncommon good sense" of the older population, his new movement extended education to the masses of rural adults. (Appendixes included chapter notes, a 286-item bibliography, and an index.) (YLB)

ED 359 356

CE 063 962

Smith, Geoff Bailey, Vivien

**Staying the Course.**

Business and Technology Education Council, London (England).

Pub Date—Mar 93

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Persistence, Adult Education, Business Education, Computer Science Education, \*Dropout Prevention, Dropout Research, Dropouts, Educational Practices, Engineering Education, Foreign Countries, Postsecondary Education, \*School Holding Power, \*Student Attrition, Withdrawal (Education)

Identifiers—\*Business and Techn Educ Council (Great Britain), Great Britain

In a yearlong project, Britain's Business and Technology Education Council (BTEC) investigated why some students leave their educational programs before achieving their certificates or diplomas. The project drew information on completion rates from the BTEC database. Views of BTEC centers' staff were canvassed through a national survey covering 348 programs in business and finance, computing, and engineering. Center staff and BTEC's lead moderators shared views on good practice and the development work going on in their centers to improve completion rates. Field work visits involved interviewing program teams and 60 students and studying programs. A postal survey obtained insights from noncompleting students on their reasons for leaving their programs. Analysis revealed the following: personal attention was the basic principle behind good retention rates; most BTEC students left a program with some recorded achievement; getting a job was one of the main reasons for full-time students leaving programs; loss or change of employment and other work-related reasons were among the main reasons why part-time students left early; and most students who left early did so for program-related reasons, such as poor grades or poor achievement. Examples of good practice in centers include the following: improving personal attention, student support and personal tutoring; supporting large numbers of students; providing links with employers; dealing with anxiety; providing preenrollment attention; and using open and flexible learning techniques. (YLB)

ED 359 357

CE 063 965

Riley, Linda L.

**DPI Gender Equity Leadership Project - Phase II. Final Report.**

RIE DEC 1993

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.  
Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.  
Pub Date—Jun 93  
Contract—WDPI-PAC00111  
Note—300p; For a related document, see ED 358 372.

Available from—CVTAE/UW-Stout, 218 Applied Arts Building, Menomonie, WI 54751.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—\*Career Education, Coordination, Educational Cooperation, \*Leadership Training, Long Range Planning, Models, Program Implementation, \*Resource Centers, Secondary Education, \*Sex Fairness, Sexual Harassment, State Programs, Statewide Planning, \*Technical Assistance, \*Vocational Education  
Identifiers—\*Wisconsin

This report documents a project to provide technical assistance, coordination, training, and resources to programs implementing the Wisconsin Model for Sex Equity in Career and Vocational Education. It describes how technical assistance was provided to all school districts served through a consortium and three special projects. Other project activities are outlined: coordination of the training of the Wisconsin Vocational Equity Leadership Cadre, development of a resource center for use by cadre members and the districts they serve, publication of two issues of "Vocational Equity News," and dissemination of 2,500 copies of each. The eight-page report is followed by extensive appendices, beginning with the 1992-93 cadre participant list. Other appendices include cadre meeting agendas and evaluations, a partial listing of resources provided as handouts to each cadre member, and newsletters. The 3-year composite report summary is also provided. It summarizes data collected in the state of Wisconsin from 1989-92 from 72 schools working in the assessment phase and using the assessment instruments in the model. The summary's appendix contains overhead transparency masters depicting some data. The final two appendices consist of 100 pages of 3-year composite report data tables and 53 pages of 1992-93 evaluation data. (YLB)

**ED 359 358** **CE 063 968**

**Incorporating Audio Support into English Composition CAI for Adult Learners. Phase II Final Report.**

Applied Research Associates, Inc., Albuquerque, NM.; Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—15 Sep 91

Contract—RS89072005

Note—108p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Adult Basic Education, Audiotape Recordings, Community Colleges, \*Computer Assisted Instruction, \*Curriculum Development, Curriculum Evaluation, Developmental Studies Programs, English Curriculum, English Instruction, \*Grammar, Individualized Instruction, Instructional Materials, Integrated Curriculum, Material Development, Pacing, Two Year Colleges, \*Writing Instruction, \*Writing Skills

A research and development project focused on designing a basic English writing skills curriculum for adult basic education students and implementing that curriculum in a computer-assisted, audio-supported format. Materials were designed for MS-DOS computers and consumer grade audiotape players. The project involved developing 18 computer lessons on English grammar and mechanics, associated audiotapes, student activity sheets, and a user manual. These items were field tested with five students from the Community College of Denver (CCD) Developmental Studies Program and five clients of the Adult Learning Source (ALS), a community-based adult literacy program. The 18 lessons were then implemented at CCD with 42 students (23 completed), at ALS with 20 students (13 completed) and at the Family Literacy Center, an intergenerational literacy program in Denver, with 4 students. Pre- and posttest scores from CCD indicated that control group students (n=14) scored only slightly better after the usual course of instruction on English grammar and mechanics in the developmental English class, whereas experimental group students (n=9) scored better on the

posttest after completing the developmental English class and the computer-assisted lessons. Planning for Phase III included disseminating and marketing the program. (Appendixes include sample lesson worksheets, sample software guide, exit interview, and a flyer and catalog describing the product, "Write for Your Life," and pricing.) (YLB)

**ED 359 359** **CE 063 973**

*Bailis, Lawrence N. And Others*

**Job Training for the Homeless: Report on Demonstration's First Year. Research and Evaluation Report Series 91-F.**

R.O.W. Sciences, Inc., Rockville, MD.

Spons Agency—Employment and Training Administration (DOL), Washington, DC. Office of Strategic Planning and Policy Development.

Pub Date—91

Contract—DOL-99-9-4806-79-023-01

Note—152p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adult Education, \*Agency Cooperation, Alcohol Abuse, Cooperative Programs, \*Coordination, Demonstration Programs, Drug Abuse, Economically Disadvantaged, Evaluation Methods, \*Homeless People, Housing Needs, \*Job Training, Measures (Individuals), Models, Participant Characteristics, \*Program Effectiveness, Program Evaluation, Program Implementation, Referral

Identifiers—\*Job Training for the Homeless Demonstration Prog., Stewart B McKinney Homeless Assistance Act 1987

An interim evaluation analyzed the first year of operation of the Job Training for the Homeless Demonstration Program (JTHDP). Data were collected from quarterly progress reports and evaluation reports submitted by 32 local JTHDP projects. The projects exceeded planned levels of clients served and achieved other positive outcomes, including average wage at placement higher than the minimum wage and upgraded housing; they served a diverse group of homeless persons including many with barriers to employment. Many local projects adopted service delivery models that differed from the traditional model—direct employment, long-term support through sheltered/subsidized employment, and a recovery approach for those struggling with or recovering from alcohol or other drug dependency. Case management was a critical service and the service most frequently used by project participants. The projects varied considerably in the degree to which they used sophisticated assessment tools. Eleven projects used assessment methods that went beyond interviews by an intake worker or case manager through the use of standardized assessment tools; six others reported that staff made referrals to other agencies for sophisticated assessment. Job search assistance, job development and placement, and vocational/occupational skills training were the most popular employment and training services offered. Projects frequently offered remedial education, counseling, and subsidized employment services. Postplacement services were important. The projects worked with other community agencies to promote referral and other collaborative relationships. It has become increasingly evident that efforts to help the homeless demand coordination among employment and training program operators and education, welfare, and social service programs. The first year experience of the JTHDP also makes it clear that the high prevalence of alcohol and other drug abuse problems among homeless people indicates that still more linkages are necessary. (Synopses of JTHDP projects are appended.) (YLB)

**ED 359 360** **CE 063 974**

*Munn, Pamela And Others*

**Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17.**

Scottish Council for Research in Education, Edinburgh.

Spons Agency—Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.

Report No.—ISSN-0969-613X

Pub Date—93

Note—13p; For a related document, see CE 063 975.

Available from—Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR, Scotland, United Kingdom.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Access to Education, Admission Criteria, Adult Education, \*Adult Students, Articulation (Education), Competency Based Education, \*Educational Innovation, Educational Quality, Foreign Countries, Higher Education, Institutional Cooperation, Learning Modules, Nontraditional Education, \*Nontraditional Students, Postsecondary Education, \*Program Effectiveness, Program Evaluation, Student Attitudes, Student Evaluation of Teacher Performance, \*Student Motivation, Student Participation  
Identifiers—\*Scottish Wider Access Program

A study of the Scottish Wider Access Program (SWAP) surveyed 153 current access students in an initial interview and 131 in a follow-up interview; it also surveyed former access students who were in their first year of higher education (n=99 initially, n=76 follow-up). Students were interviewed by telephone near the beginning and the end of their courses. They were drawn from three broad categories of study: science and science-related courses; social science, humanities, and languages; and nursing courses. Findings indicated that both groups felt satisfied with their access courses, which they believed had prepared them well for higher education. Five aspects of SWAP courses were probed in detail: modules, assessment methods, teaching methods, tutor qualities, and study skills. Modules gave students confidence by taking a step-by-step approach, although students were concerned about fragmentation of knowledge and about some modules being too easy. Continuous assessment helped students learn and built confidence. Students reported a high degree of mismatch between teaching methods in SWAP and higher education courses. SWAP tutors were rated very highly by current and former students. Higher education tutors were less often described as knowledgeable, patient, and enthusiastic. Students were happiest finding their own study skills and overall strategy. Access students experienced problems of three main types: academic, personal, and financial. Over 43 percent of students in higher education reported academic difficulties. Among former SWAP students in higher education, there was a striking lack of knowledge about student support services. (YLB)

**ED 359 361** **CE 063 975**

*Munn, Pamela And Others*

**Students' Perceptions of Access Courses. A Survey. Research Report Series.**

Scottish Council for Research in Education, Edinburgh.

Spons Agency—Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.

Pub Date—93

Note—46p; For a related document, see CE 063 974.

Available from—Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR, Scotland, United Kingdom (5 British pounds).

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Access to Education, Admission Criteria, \*Adult Students, College Students, Competency Based Education, Educational Research, Foreign Countries, Higher Education, Learning Modules, Nontraditional Education, Nontraditional Students, Postsecondary Education, Student Attitudes, Student Evaluation, Student Evaluation of Teacher Performance, \*Student Motivation, Transitional Programs  
Identifiers—\*Scottish Wider Access Program

The Scottish Wider Access Program (SWAP) was designed to encourage adults to participate in higher education. Students enrolled in SWAP in 1991-92 and former SWAP students in their first year of higher education in 1991-92 were interviewed twice by telephone, near the beginning and toward the end of their SWAP course or first year. (The number of current SWAP students initially interviewed was 153, reduced through attrition to 131 for the follow-up interview; for the former SWAP students, numbers were 99 initially, reduced to 76 at the follow-up.) A majority of both groups felt satisfied with their preparation for higher education. SWAP modules gave confidence by taking a step-by-step approach, but students worried that knowledge was fragmented and some modules were too easy. Continuous assessment helped students learn and built confidence. Over two-thirds saw SWAP methods as good preparation for higher education. Students praised tutors as knowledgeable, patient, and enthusiastic and welcomed study skills courses at the be-



gining of their programs. Over 40 percent of students cited financial problems and competing demands on time. Over 43 percent of the higher education sample experienced difficulties in understanding the subject. Students were more likely to seek help with academic problems and "admissible" personal problems. Personal problems were more likely than financial problems to affect students' work adversely. Students who failed to complete SWAP courses reported a range and variety of problems in making the transition to higher education. Most students were attracted to SWAP by the offer of a guaranteed place in higher education. (Two appendixes describe the sample.) (YLB)

**ED 359 362** CE 063 976

Haggis, Sheila M.

**Education for All: Purpose and Context. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph I. Roundtable Themes I.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Report No.—ISBN-92-3-102769-7  
Pub Date—91

Note—96p.; Based on roundtables held at the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). For monographs II-III, see CE 063 977-978.

Available from—Unesco Press, 7, place de Fontenoy, 75700 Paris, France.

Pub Type—Information Analyses (070)—Reports—General (140)

**Document Not Available from EDRS.**

Descriptors—\*Adult Basic Education, Adult Literacy, Adult Programs, Cultural Context, Cultural Education, Cultural Enrichment, \*Cultural Influences, Developing Nations, \*Economic Development, Educational Needs, Education Work Relationship, Environmental Education, Foreign Countries, Health Education, Labor Force Development, \*Literacy Education, Needs Assessment, Population Education, \*Quality of Life, Sex Fairness, Social Development, \*Technological Advancement, Womens Education

This nine-chapter monograph deals with the purpose and context of basic education, starting with the basic learning needs that education must meet. Chapter 1 focuses on the rationale for education for all. Chapter 2 explores the interplay between the educational process and culture, including the complex issues associated with language. Chapter 3 considers the implications of new and broader concepts of literacy in designing strategies to reach adult learners. The impact of scientific discovery and technological change on learning needs and on the content and processes of basic education to meet those needs are examined in Chapter 4. Chapter 5 takes a closer look at the relationship of education and training to economic and social development including the world of work. Chapters 6, 7, and 8 focus on three major educational components that can affect the quality of life and that deserve space in basic education programs: environmental education, population education, and health education. The final chapter draws attention to some of the main questions that will have to be addressed in the areas of cultural maintenance and development, language policy, achieving adult literacy, preparation for life in an increasingly technological world, and quality of life. The World Declaration on Education for All is appended. (YLB)

**ED 359 363** CE 063 977

Fordham, Paul

**Education for All: An Expanded Vision. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph II. Roundtable Themes II.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Report No.—ISBN-92-3-102769-7  
Pub Date—92

Note—89p.; Based on roundtables held at the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). For monographs I-III, see CE 063 976-978.

Available from—Unesco Press, 7, place de Fontenoy, 75700 Paris, France.

Pub Type—Information Analyses (070)—Reports—General (140)

**Document Not Available from EDRS.**

Descriptors—\*Access to Education, \*Adult Basic Education, Adult Programs, Community Involvement, Developing Nations, \*Distance Education, Early Childhood Education, Early Intervention,

Economic Development, Educational Improvement, Educational Research, \*Family Involvement, Foreign Countries, \*Nonformal Education, Primary Education, Research Needs, Sex Discrimination, \*Sex Fairness, Social Development, Womens Education, Youth Programs

This seven-chapter monograph elaborates on five components of an expanded vision of basic education. It presents material that deals with aspects of these components: universalizing access and promoting equity, focusing on learning, broadening the means and scope of basic education, enhancing the environment for learning, and strengthening partnerships. Chapter 1 gives an overview of the expanded vision. Chapter 2 focuses on four areas concerning the education of women and girls: advantages of ensuring that they do receive their fair share of education; the gender gap and the reasons why it exists; gender, literacy, and cultural differences; and efforts to overcome the problems. Chapter 3 deals with two interrelated means of enhancing the environment for learning: early childhood care and education and health and nutrition in education. Chapter 4 presents strategies and measures to improve the quality of primary education and enhance learning achievement of pupils. Chapter 5 discusses two other delivery systems: nonformal education and distance education. Chapter 6 focuses on participation and communication at grassroots level as well as the potential role of educational research. Chapter 7 summarizes main points. Appendixes include the World Declaration on Education for All and guidelines to implement it, titled "A Framework for Action To Meet Basic Learning Needs." (YLB)

**ED 359 364** CE 063 978

Windham, Douglas M.

**Education for All: The Requirements. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph III. Roundtable Themes III.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Report No.—ISBN-92-3-102769-7  
Pub Date—92

Note—93p.; Based on roundtables held at the World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). For monographs I-II, see CE 063 976-977.

Available from—Unesco Press, 7, place de Fontenoy, 75700 Paris, France.

Pub Type—Information Analyses (070)—Reports—General (140)

**Document Not Available from EDRS.**

Descriptors—\*Adult Basic Education, Adult Literacy, Adult Programs, Cultural Context, Cultural Education, Cultural Enrichment, \*Cultural Influences, Developing Nations, Economic Development, \*Educational Assessment, \*Educational Finance, Educational Needs, Education Work Relationship, Foreign Countries, Instructional Materials, International Cooperation, Literacy Education, Needs Assessment, \*Policy Formation, \*Quality of Life, Social Development, Teacher Role, Textbooks

This eight-chapter monograph deals with the requirements for providing education for all. Four interrelated themes are examined: developing a supporting policy context, mobilizing resources, building national technical capacity, and strengthening international solidarity. The first chapter gives an overview of these themes. Chapter 2 considers how institutions and resources must be mobilized for empowerment. The status and roles of teachers in education for all is the focus of chapter 3. In chapter 4, participation of nongovernmental organizations, communities, parents, and learners is addressed, including participation in early childhood care, primary schooling, and literacy programs. Chapter 5 examines the economics and politics of the production of textbooks and instructional materials. The role of assessment in improving learning is the subject of chapter 6. Chapter 7 considers the issue of financing education for all, through reducing the unit costs of education, restructuring education systems, redistributing expenditures, and raising additional resources. The final chapter summarizes the issues and their implications for future efforts. (YLB)

**ED 359 365** CE 063 980

Little, Judith Warren

**Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education.**

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Dec 92

Contract—V051A80004-92A

Note—61p.

Available from—NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-471: \$4).

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Education, Courses, Educational Benefits, \*Educational Change, Educational Practices, High Schools, \*Integrated Curriculum, \*Intellectual Disciplines, \*Secondary School Curriculum, Teacher Attitudes, Unified Studies Curriculum, \*Vocational Education

The traditional sharp distinction between vocational and academic education has come under increasing criticism for a number of reasons, including growing recognition of the failure of conventional curriculum and modes of instruction to respond to the ways in which students actually learn and increased awareness of the social, economic, and political consequences of a differentiated and hierarchically organized curriculum. Response to the criticism has been generally consistent with greater integration of vocational and academic education and has included academic "intensification" of vocational course offerings, transformations in the teaching of academic subjects, and reforms in the social organization of schooling. Vocational education has itself contributed the following to the reform of secondary education: broadened definitions of work education, instructional practices that bridge theory and application, practices of authentic assessment, and a history of engaging disengaged students. The following questions must be answered before the subject organization of high schools can be revamped and work education can be transformed: Which activities and topics of high school education are essential? Which elements of the academic curriculum "count" as work education? How are the goals of vocational and academic education in competition and conflict with one another? (Contains 88 references.) (MN)

**ED 359 366** CE 063 983

**Vocational Education in Japan and Texas. Policy Research Project Report 100.**

Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

Spons Agency—Japan - U.S. Friendship Commission, Washington, D.C.; Texas Guaranteed Student Loan Corp., Austin.

Report No.—ISBN-0-89940-708-0

Pub Date—92

Note—107p.; A report by the Policy Research Project on Fighting Crime and Improving Education in Japan and Texas.

Available from—Publications Office, Lyndon B. Johnson School of Public Affairs, University of Texas, Drawer Y, University Station, Austin, TX 78713 (\$12 plus shipping/handling).

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accreditation (Institutions), Community Colleges, Comparative Analysis, Educational Economics, \*Educational Finance, \*Educational Practices, Foreign Countries, Government Role, High Schools, Parent Financial Contribution, Postsecondary Education, Proprietary Schools, Questionnaires, State Surveys, Student Certification, \*Student Costs, \*Student Financial Aid, Student Loan Programs, Tables (Data), \*Vocational Education, Vocational High Schools

Identifiers—\*Japan, \*Texas

The divergent cultural patterns, philosophies of education, and basic structures of government in Japan and the United States have resulted in distinct differences between the educational systems of the two countries. The national government strictly regulates all aspects of Japanese education (including student achievement levels and the competencies taught in training programs), whereas education in the United States is characterized by relatively low levels of federal intervention. About 50 percent of the material covered by Japanese vocational students is on general academic subjects; vocational programs in the United States focus largely on specific technical skills. The Japanese government provides financial assistance directly to educational

institutions, which in turn require lower tuition rates from students than those required in the United States. Unlike Japan, the United States supplies significant amounts of educational assistance through government guaranteed loans. A survey of a sample of 100 Texas student loan recipients indicated failure to find a well-paying job in one's field of training and the perception that the education received was not worth the money as two reasons why many student loans are not repaid. (The survey questionnaire is appended, the bibliography lists 60 references, and 18 tables and 16 figures are included.) (MN)

**ED 359 367** CE 063 993

Taylor, Maurice, Ed. Bedard, Rene, Ed.

Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993).

Ottawa Univ. (Ontario). Faculty of Education.

Pub Date—Jun 93

Note—394p.

Available from—Sylvie Lefrançois, 132 Victoria Avenue, Greenfield Park, Quebec J4V 1L8 Canada (\$30).

Language—English; French

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Adult Basic Education, \*Adult Education, Andragogy, Apprenticeships, Articulation (Education), Canada Natives, Case Studies, Community Development, \*Community Education, \*Continuing Education, Distance Education, Educational Change, Educational Cooperation, Educational History, Educational Needs, Educational Practices, Educational Research, Foreign Countries, \*Job Training, Labor Market, \*Literacy Education, Models, Needs Assessment, Nursing Education, Program Development, Program Evaluation, Secondary Education, Womens Education

Identifiers—\*Canada, Netherlands

Selected papers from an adult education conference are as follows: "Learner Involvement in Literacy Education" (Acton et al.); "Faith in People" (Ambury et al.); "Beginning to Tutor Problem-Based Learning" (Ambury); "Exploring Literacy through Theatre" (Andruske); "Developing Learning Packages for Distance Continuing Nursing Education" (Beckingham et al.); "Train the Trainer" Series for Nurse Educators" (Beckingham et al.); "Invisible Identity/ies" (Borg et al.); "Research Paradigms in Adult Education [AE]" (Britton); "Remapping AE" (Britton, Plumb); "Work, Workers, and Worker Education" (Brown et al.); "Labour Market Training" (Butterwick et al.); "Rural Learning" (Carley); "An Ethic of Care" (Carr); "Teaching and Learning across Our Historical Differences" (Chapman); "Using Responsive Evaluation to Discover and Respect Diversity in AE" (Chaytor); "Critical Philosophy-in-Action" (Chovanec, Scott); "New Prospects for Program Planning and Evaluation in Adult Continuing Education" (Collins); "Linking AE with K-12" (Collins, Hanson); "Community Development" (Cruikshank); "Historical Development of AE" (Draper); "Making Needs" (Davidson); "Who Knows? Who Says So? Who Decides?" (Dawson et al.); "Bridging the Cultural Gap" (Fisher-Brillinger, Cantrell); "Facilitating Andragogy" (Francis); "Learning in the Workplace" (Frattini); "A Tenant Association in Public Housing" (Geddis); "Dutch 'Pillarisation'" (van Gent); "AE as a Maturing Field?" (Gillen); "Finding Our Voices, Telling Our Stories" (Hall et al.); "Tax, Lies and Videotape" (Hall et al.); "Vive la Difference" (Home); "AE and Workplace Learning" (Hommen et al.); "Transformation of Consciousness" (Karpik); "Is It Realistic to Expect an Adult Educator to Seek Collaboration among a Group Holding Diverse Perspectives?" (Knox); "Working across Our Differences in Community Based Literacy Education" (Leclair); "Women's Learning in Three Contexts" (MacKeracher et al.); "Human Resources Think for Themselves" (Martin, Ketwaroo-Nanoos); "A Model for Continuing Education Participation among Members of Selected Professions" (Mathias); "Comparative AE" (Miozi, Hian); "From Preacher to Politician" (Oussoren); "Time and Space in AE" (Plumb); "Making Sense of Change in an Increasingly Diverse Workplace" (Pitters, Muzumdar); "Recovering Community in the Adult Education Movement" (Pyrch); "The Stories We Are" (Randall); "A Feminist Framework for Political Action on Peace and Global Transformation in

Radical Adult Environmental Education" (Rosenberg); "Self-Surveillance and the Status of Women" (Schick); "Revisiting Theory and Practice" (Selman); "Labour and Educators Conference on Soli-Net" (Spencer); "Literacy for Health and Human Development" (Taylor et al.); and "Canadian Pluralism and Dutch 'Pillarisation'" (Thomas). (MN)

**ED 359 368** CE 063 994

Leicester, Mal

Race for a Change in Continuing and Higher Education. The Cutting Edge Series.

Report No.—ISBN-0-335-09767-7

Pub Date—93

Note—142p.

Available from—Open University Press, c/o Taylor and Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007 (\$29 plus \$2.50 shipping/handling).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Academic Standards, Access to Education, Adult Education, Annotated Bibliographies, Black Education, Blacks, Change Agents, Change Strategies, \*Continuing Education, \*Cultural Pluralism, \*Educational Change, \*Equal Education, Ethnicity, Foreign Countries, Higher Education, Lifelong Learning, Models, Multicultural Education, Questionnaires, \*Racial Bias

Identifiers—\*Great Britain

Race and ethnicity can be forces for change. Increased attention to ethnicity issues in continuing and higher education in Great Britain would lead to changes in the structure and content of continuing education. Continuing education itself would then serve as a change agent across the university system by providing an antiracist model for other university departments. The beginnings of this trend toward continuing education departments serving as catalysts for change throughout the entire university system are evident in an analysis of the antiracist developments that have taken place since the 1988 University Council for Adult and Continuing Education (UCACE) survey of existing provisions for minority ethnic communities by university continuing education departments. The following issues must be taken into consideration in attempts to transform continuing and higher education into antiracist institutions: provision of better access for mature students, including blacks; improved access through antiracist outreach and recruitment; access and maintenance of academic standards; and the nature of an antiracist and lifelong continuing education system. (Appended are an annotated bibliography of 34 resources pertaining to antiracist work in continuing and higher education, UCACE recommendations for achieving antiracism, and an antiracist higher education questionnaire. The bibliography lists 110 references.) (MN)

**ED 359 369** CE 063 996

Sless, David

Literacy: An Ecological View.

Communication Research Inst. of Australia, Hack-

ett.

Pub Date—92

Note—12p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adult Literacy, \*Communication Problems, Foreign Countries, Opinion Papers, \*Readability, \*Reader Text Relationship, \*Reading Writing Relationship, \*Teacher Role

Identifiers—Australia, \*Plain English Movement

It is productive to think about literacy in ecological terms inasmuch as the literacy problem is a system of interdependent components. Illiteracy must be a concern of writers of the myriad of forms on which both the private and public sectors rely to function in this information-intensive society. In addition to helping readers, adult literacy practitioners must also work to help business and government organizations write and design documents that are potentially readable. Writers must try to put themselves in the position of their intended audiences to ensure that their writing is comprehensible. A few simple tests, such as the "museum" test, the post factum test, and the complexity test, can ensure this. Writers must consider two units of analysis: the author-text relationship and the reader-text relationship. The failures of the Plain English Movement are evidence of the consequences of concentrating solely on the message or text and completely ignoring the reader. Individuals interested in improving literacy must also fight to improve the communicative environment and must pressure business and government to improve the texts they generate.

(MN)

**ED 359 370** CE 063 997

Tenenbaum, Ellen. Strang, William

The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report.

Westat, Inc., Rockville, MD.

Spons Agency—Office of Policy and Planning (ED), Washington, DC.

Pub Date—92

Contract—LC89015001

Note—181p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Case Studies, Educational Practices, Futures (of Society), \*National Organizations, National Programs, \*Organizational Effectiveness, Organizational Objectives, Program Content, \*Program Effectiveness, State Programs, \*Voluntary Agencies

Identifiers—\*Laubach Literacy Action, \*Literacy Volunteers of America Inc

A study confirmed that Laubach Literacy Action (LLA) and Literacy Volunteers of America (LVA) remain the primary national providers of volunteer-based literacy instruction. Both organizations provide basic literacy instruction and beginning instruction in English as a Second Language on a one-to-one or small-group basis by tutors. Each organization has developed its own formal training program for tutors and its own training methods and materials. LLA and LVA programs are often considered the outreach arm of the adult education system. As of 1990, LLA reported 98,271 volunteer tutors serving 147,087 adult learners through 1,023 local LLA councils in 45 states. As of 1991, LVA reported 51,437 volunteers serving 52,338 adult learners through 434 state and local LVA affiliate programs in 41 states. The instructional approaches of both organizations are firmly grounded in phonics; however, both organizations incorporate other teaching approaches and tools to meet students' individual goals and interests. Of LLA's \$8.7 million annual budget for 1990, \$7.5 million came from the sale of LLA publications. Forty percent of the LVA national budget of \$2.2 million came from the sale of LVA publications. (Case studies of a state LLA program, a state LVA program, and three local programs of each organization are appended.) (MN)

**ED 359 371** CE 063 999

Development of a Curriculum and Materials for Use in Teaching Occupationally Specific Vocabulary for Health Care Students. Final Report.

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.

Spons Agency—Department of Education, Washington, DC.

Pub Date—92

Contract—98-2020

Note—27p.; For a related document, see CE 063 440.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adult Vocational Education, \*Allied Health Occupations Education, \*Curriculum Development, Field Tests, \*Medical Vocabulary, Postsecondary Education, \*Practical Nursing, Pretests Posttests, \*Vocabulary Development

The Institute for the Study of Adult Literacy developed and field-tested a curriculum and instructional materials for teaching occupationally specific vocabulary in the health care field. The materials, which are in the form of a narrative about a woman who learns medical terminology from a friend, were designed to serve as a vehicle for training students to use structural analysis to understand vocabulary relevant to the responsibilities of beginning licensed practical nurses (LPN). Project staff reviewed existing medical vocabulary texts and assembled a list of medical vocabulary word parts that were then each reviewed by three working registered nurses to determine their relevance to a beginning LPN. A pretest/posttest format was used to field-test 11 adult learners at two sites in Pennsylvania. The mean pretest score was 6.91 out of 45 (range, 3 to 15), and the mean posttest score was 39.27 (range, 33 to 44). Both the instructors and adult learners who used the new curriculum and materials reacted positively to them when interviewed. (MN)

**ED 359 372** CE 064 002

Michigan Lifelong Learning Link. Facets [and] Perspectives.

Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.

Pub Date—93

Note—57p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, \*Adult Educators, Conferences, \*Grants, Information Networks, Institutes (Training Programs), \*Lifelong Learning, Postsecondary Education, \*Professional Continuing Education, Program Descriptions, Resource Materials, State Programs, \*Teacher Education, \*Technical Assistance

Identifiers—\*Michigan Lifelong Learning Link

The two guides combined here profile the services available through the Michigan Lifelong Learning Link, a program developed to provide continuous adult professional development activities designed to enhance educator effectiveness. The "Perspectives" guide describes the activities funded by small incentive, consultant, and area/statewide grants awarded by the Michigan Lifelong Learning Link for the 1991-1992 grant year. It profiles academies (the Adult Basic Education Academies and Adult Learners' Leadership Academy) and a conference (the 1992 State Literacy Conference) that were co-sponsored by the Michigan Lifelong Learning Link. The "Facets" guide describes the following professional development activities that are available through the Michigan Lifelong Learning Link: the Professional Development Program (a research-based staff development program that emphasizes assessment of staff needs, teacher participation, interactive instruction, follow-up, and evaluation); long-term professional development; business, industry, and labor program support; learner-centered programs; corrections program development; research connections; technical assistance; collaboration networks at the state and local levels; information dissemination; and statewide ancillary services. (MN)

**ED 359 373**

CE 064 004

Merlin, Shirley B.

**Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report.**

James Madison Univ., Harrisonburg, Va. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Feb 93

Contract—V19810032-91

Note—564p.; Photocopied materials in appendix C will not reproduce clearly. For a related document, see ED 321 074.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF02/PC23 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Basic Skills, Cooperative Programs, Curriculum Development, Delivery Systems, English (Second Language), Individualized Instruction, \*Inplant Programs, Institutional Cooperation, \*Literacy Education, Mathematics Instruction, \*On the Job Training, \*Program Effectiveness, Reading Instruction, Second Language Instruction, Skill Development, Writing Instruction

Identifiers—Shenandoah Valley, \*Workplace Literacy

This document contains the performance report, external evaluation, and curricula for the Career Enhancement Program, a workplace literacy partnership conducted by James Madison University and Massanutten Technical Center for five companies in Virginia. The performance report describes how the project delivered individualized workplace literacy instruction to employees via a mobile learning center or in on-site classes at plant sites, meeting a range of mathematics, reading, and language skill needs from beginning to precollege levels, English as a Second Language (ESL), and job-specific skills. Three appendices contain, respectively, the interview and survey form, curriculum outline, and class schedule; a set of dissemination materials; and external evaluation report (which indicates a high level of satisfaction with project activities). This is followed by nine sets of curriculum materials that constitute by far the greater part of the document. They are: (1) Valley Blox math curriculum; (2) Perdue Farms benefits and safety curricula; (3) Rocco Enterprises benefits drug and alcohol policy, safety, language experience, and math curricula; (4) WLR Foods benefits, drug and alcohol policy, safety, and language experience curricula; (5) Merck and Co. chemistry and math curriculum; (6) Rocco Turkeys

ESL curriculum—Getting Dressed for Work; (7) Rocco Turkeys ESL curriculum—Let's Talk to the Supervisor; (8) Wampler Longacre Chickens ESL curriculum—Getting Dressed for Work; and (9) Wampler Longacre Chickens ESL curriculum—Let's Talk to the Line Leader. (KC)

**ED 359 374**

CE 064 005

**Outreach and Technical Assistance Network. Third Year Evaluation Report. February 1, 1992-January 31, 1993. An Adult Education 2000 Project.**

Hacienda La Puente Unified School District, City of Industry, CA. Outreach and Technical Assistance Network.

Spons Agency—California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.

Pub Date—Feb 93

Contract—9190

Note—69p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, \*Distance Education, Educational Policy, Educational Research, \*Educational Resources, Educational Strategies, Educational Television, English (Second Language), Information Dissemination, \*Information Networks, Online Systems, \*Outreach Programs, Position Papers, Program Content, Program Effectiveness, Resource Centers, Staff Development, State Programs, \*Technical Assistance

Identifiers—California, \*Outreach and Technical Assistance Network CA

The Outreach and Technical Assistance Network (OTAN) was developed to disseminate resources to California adult educators. During the project's third year, staff development and information services were provided to 321 funded agencies. In collaboration with the Educational Telecommunications Network, OTAN staff organized the Adult Learning Channel for the delivery of adult basic education (ABE) and English-as-a-Second-Language (ESL) teacher training. Thirteen sessions were developed and received at 30 different downlink sites. OTAN satellite-based staff development activities were continued, and several policy papers recommending options and strategies for ABE distance resources were published. Staff at OTAN resource centers organized 283 activities. The files of OTAN Online, the network's three-level system of storage, retrieval, and dissemination of adult education resources, were also expanded to more than 38 megabytes of useful information. Other OTAN activities during the third year included ongoing support for 11 libraries in the OTAN Resource Centers, expansion of its Adult Education Archives (including the Vocational ESL Workplace Clearinghouse), and restructuring of existing OTAN network communications. (Thirteen project-related exhibits, including tables detailing the activities of the various OTAN components, are appended.) (MN)

**ED 359 375**

CE 064 006

Imel, Susan

**Youth Apprenticeship. Trends and Issues Alerts.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—RR93002001

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Apprenticeships, Educational Policy, Education Work Relationship, Guidelines, High Schools, Job Training, Models, Organizations (Groups), Position Papers, Program Descriptions, \*Program Development, \*Program Implementation, Public Policy, \*Resource Materials, \*Youth Employment, \*Youth Programs

Youth apprenticeship programs differ from the registered apprenticeship that is regulated by federal and state governments. Defined as a "learning program for young people, age 16 and older, that integrates on-the-job training with school-based instruction, that bridges high school and postsecondary schooling, and that results in both academic credentials and certification of mastery of work skills," youth apprenticeship has gained attention as a policy strategy for improving the school-to-work

transition of many youth. Many of the key components of the youth apprenticeship program concept are based on the design elements of European youth training systems. Despite its promise as a strategy for accomplishing many of the goals of the educational reform movement, youth apprenticeship has also remained controversial. The following have been cited as potential problems of youth apprenticeship programs: conflicts with labor unions; the need for schools to make significant changes in instructional methods, scheduling, and basic assumptions; the need for increased financial support from business; and the danger of tracking students at an early age. (An annotated bibliography of 15 print resources on youth apprenticeship programs is provided along with the names and addresses of four resource organizations concerned with youth apprenticeship programs.) (MN)

**ED 359 376**

CE 064 007

Kerka, Sandra

**Gender Equity in Vocational Education. Trends and Issues Alerts.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—RR93002001

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, Directories, \*Educational Change, \*Educational Trends, Employment Patterns, Guidelines, Instructional Materials, Literature Reviews, Models, \*Organizations (Groups), Program Descriptions, Program Guides, Research Reports, \*Resource Materials, Secondary Education, \*Sex Fairness, Trend Analysis, \*Vocational Education

Women now represent 45% of the work force, and 74% of all 25- to 54-year-old women now work. Despite these statistics, women are still clustered in 20 of 400 occupational categories, and 70% of female secondary vocational students are preparing for low-wage jobs. These statistics, coupled with the findings of research on self-esteem and identity formation, mandates included in the 1990 Carl Perkins Act, and growing recognition of the fact that gender equity is good business, have motivated renewed emphasis on the creation of an environment in which individuals consider career options and make career choices based on their abilities rather than on stereotypes and expectations. A new set of issues accompanies the renewed interest in gender equity. Included among these issues are attitudes and stereotypes, sexual harassment, equity and males, learning and communication styles, and accountability. The most important issue, however, remains that of how gender equity can be achieved. (An annotated bibliography of 15 print resources for vocational educators interested in accelerating gender equity in education and in work is provided along with the names and addresses of four resource organizations concerned with issues related to gender equity in vocational education.) (MN)

**ED 359 377**

CE 064 008

Alamprese, Judith A.

**Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP).**

COSMOS Corp., Washington, DC.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Adult Education and Training.

Pub Date—93

Note—89p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Adult Basic Education, Agency Cooperation, Basic Skills, Competency Based Education, Coordination, Curriculum Development, \*Instructional Systems, Program Administration, \*Program Effectiveness, Program Implementation, \*Program Improvement, Staff Development, State Standards, \*Statewide Planning, \*Systems Approach

Identifiers—Connecticut, \*Connecticut Adult Performance Program

Connecticut's Adult Performance Program (CAPP), which was initiated in 1986, is a mix of policies, training, and technical assistance activities based on the following elements: specification of



expected competency-based program outcomes; development of an assessment and instructional model to facilitate achievement of the program outcomes; provision of strong leadership from Connecticut Department of Education staff; and creation of a support system consisting of centralized staff development and technical assistance services. A private corporate evaluated the CAPP initiative from 1986 to 1992. The evaluation confirmed that the CAPP initiative has resulted in significant improvements in the management of Connecticut's adult education system, positive impacts on adult learners' mastery of basic skills and achievement of their educational goals, and overall strengthening of the delivery of adult basic education (especially in the areas of staff development, alignment of curriculum in adult education programs, standardization of local adult education program procedures, and formalization of strong collaborative networks within the adult education system and among education, job training, and welfare programs). The evaluation also resulted in recommendations regarding further refining the CAPP program in the areas of program management, program operation, and interagency cooperation. (The administrator, facilitator, and instructor surveys used in the evaluation are appended.) (MN)

ED 359 378 CE 064 009

Reilly, Linda B. And Others

**Study To Examine Actions Perceived as Sexual Harassment.**

Montclair State Coll., Upper Montclair, NJ. Life Skills Center.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Adult and Occupational Education.

Pub Date—92

Note—26p.; For a summary of this document, see CE 064 010.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demography, High Schools, \*High School Students, Nontraditional Occupations, Questionnaires, \*Racial Differences, \*Sex Differences, \*Sexual Harassment, State Surveys, \*Student Attitudes, Tables (Data), \*Teacher Attitudes, Vocational Education

Identifiers—New Jersey

A study examined the relationship between selected demographic characteristics and attitude toward sexual harassment. The study population consisted of high school students and adults enrolled in traditional and nontraditional training programs and teachers in 12 New Jersey school districts. Sixty-three percent (638) of the 1,020 questionnaires originally mailed to gender equity project directors were returned with usable data. Study participants were asked if they considered 10 different behaviors to be sexual harassment. Female respondents were more likely to consider the behaviors to be sexual harassment than were male respondents; however, both males and females felt that forms of sexual harassment in which job security, compensation, or work assignments were conditional on sexual favors were most offensive. Respondents aged 16-18 were consistently less likely to perceive behaviors as sexual harassment than were individuals aged 13-15 or over 18. Race also influenced perceptions of sexual harassment. Caucasians and Hispanics were most sensitive to sexual harassment. Students enrolled in traditional career preparation programs were significantly more likely to be sensitive to sexual harassment than those enrolled in nontraditional programs. (The survey data are displayed in 13 tables and the survey instrument is appended. Contains 24 references.) (MN)

ED 359 379 CE 064 010

Bernstein, Joan D. And Others

**Barriers to Women Entering the Workforce: Sexual Harassment.**

Montclair State Coll., Upper Montclair, NJ. Life Skills Center.

Pub Date—92

Note—6p.; For the full report summarized here, see CE 064 009.

Journal Cit—New Jersey Equity Research Bulletin; n2 Fall 1992

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Demography, High Schools, \*High School Students, Nontraditional Occupations, \*Racial Differences, \*Sex Differences, \*Sexual Harassment, State Surveys, \*Student Attitudes, Teacher Attitudes, Vocational Education

Identifiers—New Jersey

One of four research projects designed to examine barriers to the entrance of women into nontraditional careers, the study summarized here examined the attitudes held by 638 New Jersey high school students, teachers, and other professionals at comprehensive and vocational-technical high schools toward sexual harassment. Study participants were asked if they considered 10 different behaviors to be sexual harassment. Female respondents were more likely to consider the behaviors to be sexual harassment than were male respondents. Age was related to the perception of sexual harassment for all behaviors except for touching and gestures: respondents aged 16-18 were consistently less likely to perceive behaviors as sexual harassment than were individuals aged 13-15 or over 18. Caucasian respondents were more likely to perceive noises, work assignments, threats to job security, conditional pay, and work hours as sexual harassment. Jokes were found to be particularly offensive to Hispanic respondents, and Asian respondents were less likely to view noises as sexual harassment. Students enrolled in traditional career preparation programs were significantly more likely to be sensitive to sexual harassment than those enrolled in nontraditional programs. Females indicated they would be much more likely to report sexual harassment in settings with a clear policy regarding sexual harassment. (Contains 13 references.) (MN)

ED 359 380 CE 064 011

Reilly, Linda B. And Others

**Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs.**

Montclair State Coll., Upper Montclair, NJ. Life Skills Center.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Adult and Occupational Education.

Pub Date—92

Note—22p.; For a summary of the document, see CE 064 012.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Demography, Females, High Schools, \*High School Students, \*Mathematics Anxiety, \*Nontraditional Occupations, \*One Parent Family, Questionnaires, State Surveys, \*Student Attitudes, Tables (Data), \*Vocational Education

Identifiers—New Jersey, \*Single Parents

A study examined the relationship between math anxiety and selected demographic characteristics. Surveys were administered to 1,152 students in vocational-technical and comprehensive schools in 13 New Jersey school districts. The survey instrument included an attitude scale and a brief math test designed to evoke feelings of math anxiety in respondents. The responses of single parents and students enrolled in nontraditional career preparation programs were compared to those of childless students enrolled in comprehensive high schools. The single parents and students enrolled in nontraditional programs expressed higher levels of math anxiety than did their childless counterparts enrolled in traditional career preparation programs. Level of math anxiety was significantly related to the following variables: age, parental status, marital status, race, income level, mother's occupation, and previous mathematics courses taken. Female students did not have higher levels of math anxiety than males until the late junior high school/early high school period, at which time females begin exhibiting more math anxiety than their male counterparts. Students whose mothers were not employed outside the home exhibited the lowest levels of math anxiety, thus confirming the importance of home participation and support to success in mathematics. (Twelve tables and the survey questionnaire are included. Contains 11 references.) (MN)

ED 359 381 CE 064 012

Bernstein, Joan D. And Others

**Barriers to Women Entering the Workforce: Math Anxiety. Research Bulletin No. 3.**

Montclair State Coll., Upper Montclair, NJ. Life Skills Center.

Pub Date—92

Note—6p.; For the full report summarized here, see CE 064 011.

Journal Cit—New Jersey Equity Research Bulletin; n3 Fall 1992

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Attitude Change, Change Strategies, \*Demography, Ethnic Groups, Females, High Schools, \*High School Students, \*Mathematics Anxiety, Racial Differences, Sex Differences, State Surveys, \*Student Attitudes, Vocational Education

Identifiers—New Jersey

One of four research projects designed to examine barriers to the entrance of women into the workforce, the study described in this bulletin examined the feelings of math in students in single parent and nontraditional career preparation programs in relation to selected demographic characteristics. Survey instruments consisting of a brief math test (to evoke feelings of math anxiety in students prone to them) and an attitude scale were administered to 1,152 students in vocational-technical and comprehensive schools in 12 New Jersey school districts. At age 12, males felt slightly more math anxiety than females did. By age 14, however, females were more anxious about math than males were. The feelings of math anxiety expressed by females were consistently higher than those of males until age 19. As they aged, students of both sexes became significantly less anxious about their math abilities. Males in the African-American, Hispanic, Asian, and Native American groups exhibited higher levels of math anxiety, as did females in the African-American and Hispanic groups. Math anxiety was significantly lower among students of both sexes who had completed college preparatory mathematics, algebra (I and II), and geometry. Actions recommended for confronting math anxiety included asking math instructors to conduct a self-assessment of gender and ethnicity disparities in the classroom, starting a math club for females, and learning the visualization technique of anchoring. (Contains 12 references.) (MN)

ED 359 382 CE 064 013

Reilly, Linda B. And Others

**Study To Examine Student Knowledge and Attitude toward Nontraditional Careers.**

Montclair State Coll., Upper Montclair, NJ. Life Skills Center.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Adult and Occupational Education.

Pub Date—92

Note—29p.; For a summary of this document, see CE 064 014.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Career Awareness, Career Choice, \*Demography, \*Education Work Relationship, \*Females, \*Nontraditional Occupations, Outcomes of Education, Questionnaires, Secondary Education, Secondary School Students, Sex Fairness, State Surveys, \*Student Attitudes, \*Work Attitudes

Identifiers—New Jersey

A study examined the relationship between knowledge of nontraditional careers and attitudes toward them. The questionnaire administered to 1,755 students from 13 New Jersey school districts was designed to identify the relationship among knowledge of nontraditional careers, attitudes toward females in nontraditional careers, and the following demographic variables: gender, age, race, family income, school type, marital status, parental status, career option, mother's occupation, and father's occupation. Males and females expressed similar attitudes toward nontraditional careers until the age of 16 years, after which males expressed significantly more traditional attitudes than females did. Parents' educational level was also significantly related to attitude toward females in nontraditional careers. Students with parents in professional or self-employed positions were most likely to have positive attitudes about females in nontraditional careers. Most students had moderate to moderately high levels of knowledge about nontraditional careers. Level of knowledge increased with age. Male attitudes regarding females in nontraditional careers became more positive as their level of knowledge about the type of training and salaries associated with nontraditional careers increased, thus confirming the importance of gender equity programs. (The survey questionnaire is included. Contains 11 references.) (MN)

ED 359 383 CE 064 014

Bernstein, Joan D. And Others

**Barriers to Women Entering the Workforce: Knowledge and Attitude toward Nontraditional**

**Careers. Research Bulletin No. 4.**  
Montclair State Coll., Upper Montclair, NJ. Life Skills Center.

Pub Date—92  
Note—6p.; For full report summarized here, see CE 064 013.

Journal Cit.—New Jersey Equity Research Bulletin; n4 Fall 1992

Pub Type—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Career Awareness, \*Career Choice, Demography, \*Education, Work Relationship, \*Females, \*Nontraditional Occupations, Secondary Education, Secondary School Students, State Surveys, \*Student Attitudes, \*Work Attitudes Identifiers—New Jersey

One of four research projects designed to examine barriers to entrance of women into the workforce, the study described in this bulletin examined the relationship between knowledge of nontraditional careers and attitudes toward them. Questionnaires were administered to 1,755 students from 12 New Jersey school districts to determine their attitudes toward and knowledge of nontraditional careers. Most of the students (89 percent) held positive attitudes toward nontraditional careers. Only 49 percent of the students demonstrated a high level of knowledge about nontraditional careers, however, and 16 percent of the respondents had a moderately low to low level of knowledge about such careers. Students with higher levels of career knowledge were more likely to have positive attitudes toward nontraditional careers. Older students, students enrolled in vocational-technical schools, unmarried childless students, and Caucasian and African-American students were most knowledgeable about nontraditional careers. Males, older students, and students enrolled in comprehensive schools were less likely to be accepting in their attitudes toward females in nontraditional roles. Unmarried and Caucasian respondents were more likely to be accepting toward nontraditional careers. Activities such as nontraditional career bulletin boards, role model panels, field trips, and information sessions for guidance counselors were recommended as ways of increasing students' knowledge and acceptance of nontraditional careers for females. (MN)

**ED 359 384** CE 064 016

Schmidt, R. June. Jennings, Carol L.

**A Chronology of Business Education in the United States 1635-1990. 1990 Update and Revisions.**

National Business Education Association, Reston, Va.

Report No.—ISBN-0-933964-32-3

Pub Date—90

Note—41p.

Available from—National Business Education Association, 1914 Association Drive, Reston, VA 22091-1596.

Pub Type—Historical Materials (060)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Business Education, \*Educational Change, Educational History, \*Educational Innovation, Educational Practices, Instructional Materials, Office Machines, Periodicals, Postsecondary Education, Professional Associations, Program Development, Secondary Education, Teaching Methods

Identifiers—\*United States

This chronology outlines 189 key events in the history of business education in the United States from 1635 to 1989, inclusively. Among the types of business education-related developments chronicled are the following: the first time specific types of business courses were offered at specific instructional levels and at specific types of institutions; the establishment of major business education schools, programs, and awards; the invention of various types of office machines; the passage of federal legislation pertaining to business education and financial support for such education; the founding of various business-related publications; the development of key instructional methods used in business education; the writing of important business-related textbooks; and the founding and activities of important business education-related professional associations and related committees. Also included in the chronology are 119 selected references, a glossary of abbreviations, and an appendix listing the recipients of 18 different business education-related awards. (MN)

**ED 359 385** CE 064 017

Hosler, Russell J. Hosler, Mary Margaret

**The History of the National Business Education Association.**

National Business Education Association, Reston, Va.

Report No.—ISBN-0-933964-39-0

Pub Date—Aug 92

Note—196p.

Available from—National Business Education Association, 1914 Association Drive, Reston, VA 22091-1596.

Pub Type—Historical Materials (060) — Books (010)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Business Education, \*Educational History, \*National Organizations, \*Organizational Change, \*Organizational Development, \*Professional Associations, Regional Programs Identifiers—\*National Business Education Association

The 12 chapters of this book trace the history of the National Business Education Association (NBEA) and outline the development of its related regional and international affiliates. Chapter 1 sketches the evolution of the National Business Education Association. In Chapter 2, the major activities of the NBEA during the period from 1946 to 1991 are detailed year by year. The presidents of the NBEA and its headquarters staff are discussed in Chapter 3. Chapters 4 and 5 cover the early years of the Future Business Leaders of America and the NBEA's move to a permanent home in 1982. The history of the International Society for Business Education is presented in Chapter 6. The next five chapters discuss the development of the various regional affiliates of the NBEA: Southern Business Education Association, Western Business Education Association, North-Central Business Education Association, and Eastern Business Education Association. Finally, chapter 12 deals with the history of the National Association for Business Teacher Education. (MN)

**ED 359 386** CE 064 018

White, Bonnie Roe, Ed. And Others

**Computer Enrichment Handbook [and] Supplement A.**

National Business Education Association, Reston, Va.

Report No.—ISBN-0-933964-30-7; ISBN-0-933964-38-2

Pub Date—92

Note—671p.

Available from—National Business Education Association, 1914 Association Drive, Reston, VA 22091-1596. (Handbook; order no. 125.00; \$12 members, \$15 nonmembers. Supplement, order no. 125.10; \$12 members, \$15 nonmembers. Handbook and Supplement; order no. 125.20; \$25 members, \$30 nonmembers.)

Pub Type—Guides—Classroom - Teacher (052)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accounting, Basic Skills, Bookkeeping, Business Communication, \*Business Education, Business English, Class Activities, \*Classroom Techniques, Computer Graphics, \*Computer Literacy, Computer Oriented Programs, \*Computers, Consumer Economics, Databases, Desktop Publishing, Electronic Mail, \*Enrichment Activities, Fused Curriculum, Information Processing, Keyboarding (Data Entry), \*Learning Activities, Marketing, Microcomputers, Office Management, Office Practice, Postsecondary Education, Programming Languages, Recordkeeping, Records Management, Secondary Education, Shorthand, Teaching Methods, Telecommunications, Typewriting, Word Processing

Identifiers—Business Law

This handbook contains computer-related, classroom-tested ideas that were contributed by business education teachers and administrators to fuse computer information into computer and noncomputer courses. An alphabetical listing of contributors identifies the category/categories in which their enrichment idea can be found. The contributions are grouped into 17 subject matter categories: basic skills, business English/communications, accounting/bookkeeping/recordkeeping, consumer economics/personal finance/business math, keyboarding/typewriting, office procedures/office management/records management, general business/basic business/introduction to business, shorthand/machine transcription, business law, marketing/business management, computer liter-

acy/computer awareness/introduction to computers, microcomputer applications/information processing (word processing, spreadsheets, database, graphics, integrated software, desktop publishing), networking, telecommunications/electronic mail, computer languages, general computer usage, and teaching techniques/classroom management. Each contribution is presented in this format: title; contributor's name and address; objectives; procedures; materials needed; comments; and answer key and/or word list. Student handouts suitable for replication are provided. The handbook describes 98 projects; the supplement describes 68 projects. (YLB)

**ED 359 387** CE 064 020

Chapman, Patricia H., Comp. And Others

**Creative Teaching Ideas.**

National Business Education Association, Reston, Va.

Report No.—ISBN-0-933964-40-4

Pub Date—93

Note—181p.

Available from—National Business Education Association, 1914 Association Drive, Reston, VA 22091-1596.

Pub Type—Guides—Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accounting, Banking, Basic Business Education, Behavioral Objectives, Business Communication, \*Business Education, \*Class Activities, \*Classroom Techniques, Computers, Critical Thinking, Economics, Entrepreneurship, Exports, Human Factors Engineering, Human Relations, Imports, Insurance, International Trade, Keyboarding (Data Entry), \*Learning Activities, Office Management, Postsecondary Education, Professional Development, Secondary Education, Student Evaluation

Identifiers—Business Law, Business Mathematics

This book contains 172 creative teaching ideas pertaining to various subject areas and aspects of business education. Most of the ideas included are intended for use in secondary and postsecondary classrooms; however, a few are applicable at all grade levels. The teaching ideas are organized according to the following subject areas/topics: accounting (beginning, intermediate, and advanced accounting); administrative management systems (administrative office procedures and dictation/transcription); banking; basic business; business communications; business law; business math; computer technology (database, desktop publishing, electronic mail, information/word processing, spreadsheets, telecommunications, and general); critical thinking skills; economics; entrepreneurship; ergonomics; evaluation; human relations (interviewing and interpersonal skills/relationships); imports/exports; insurance; international business; keyboarding; marketing business education (placement and recruitment and retention); miscellaneous; and professional development (dress, ethics, etiquette, personal finance, professional growth, work attitudes). Each idea is presented on a separate information sheet. Each information sheet contains the following: subject area, grade level, title, objective, step-by-step procedure, and contributor's name and school. A list of contributors is included. (MN)

**ED 359 388** CE 064 021

**Standards for Business Teacher Education.**

National Association for Business Teacher Education, Reston, VA.

Pub Date—88

Note—27p.

Available from—National Business Education Association, 1914 Association Drive, Reston, VA 22091-1596.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Standards, \*Administrative Principles, \*Business Education Teachers, \*Educational Principles, Graduate Study, Higher Education, Postsecondary Education, Program Administration, \*Program Development, Program Evaluation, Program Implementation, Secondary Education, Standards, \*Teacher Education

The standards described in this document cover the critical aspects of business teacher education at the collegiate level. The standards are organized into two parts. Part 1, which deals with basic programs ordinarily leading to initial teacher prepara-

tion and a baccalaureate degree, outlines standards pertaining to the following aspects of business teacher education: governance, purpose, general studies, foundational studies, administrative policies and practices, research, faculty, admission to business teacher education, retention of students, counseling and advising, library, institutional facilities, community resources and facilities, cooperation with local school districts, evaluation and program development, and long-range planning. Part 2 outlines standards for advanced degree programs beyond the baccalaureate level. The following areas are addressed: governance, purpose, content, student participation in evaluation and development, individualization of programs of study, quality control, residence requirements, graduate assistantships and fellowships, composition of faculty, faculty load and responsibility, faculty development, long-range planning, admission and retention, supervision of student programs, library, institutional facilities, research and development, and evaluation. A lead-in statement or rationale is provided for each standard, and questions designed to obtain evidence in support of the standard are provided. (MN)

ED 359 389 CE 064 025

Winkless, Carolyn

**Fee Survey 1992-93, Indicators of Fee Levels Charged to Part-Time Adult Students by Local Education Authorities.**

National Inst. of Adult Continuing Education, Leicester (England).

Pub Date—Feb 93

Note—42p.

Available from—National Institute of Adult Continuing Education, 19B De Montford Street, Leicester LE1 7GE, England, United Kingdom (13.50 pounds).

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, \*Adult Students, Adult Vocational Education, Enrollment, \*Fees, Foreign Countries, Higher Education, \*Instructional Student Costs, \*Part Time Students, Postsecondary Education

Identifiers—\*United Kingdom

This report provides results both in narrative and graphic formats of the Annual Fees Survey that included all 115 Local Education Authorities (LEAs) in the United Kingdom. Throughout the report, distinction is made between two hourly rates of fees charged for part-time education: courses categorized under Schedule 2 of the Further and Higher Education Act 1992, formerly "vocational" or "certificate-bearing" courses, and those not so categorized under Schedule 2, formerly "nonvocational" or "leisure" courses. Section 1 focuses on variations in fees within LEAs. Section 2 reports on fees charged for Schedule 2 courses: examination courses and basic education. Extra fees (examination and registration) and reduced fees for second courses are also reported. Section 3 reports on fees for courses outside Schedule 2. Variations between centers and according to type of LEA are discussed as are extra fees and reduced fees for second courses. Section 4 summarizes fee changes and the reasons for them. Section 5 focuses on concessionary fees. Narrative and bar charts are provided on concessions to the following groups: older adults, unemployed students, unwaged students, students receiving Income Support or Family Credit, physically handicapped students, students with learning disabilities, and students aged under 18. Sections 6-8 report findings on number and length of class meetings, methods and timing of payment, and enrollments. (YLB)

ED 359 390 CE 064 026

**Learning for the Future: Adult Learning and the Environment. A NIACE Policy Discussion Paper.**

National Inst. of Adult Continuing Education, Leicester (England).

Report No.—ISBN-1-872941-33-0

Pub Date—Apr 93

Note—62p.

Available from—National Institute of Adult Continuing Education, 19B De Montford Street, Leicester LE1 7GE, England, United Kingdom (4.95 pounds).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adult Education, \*Conservation

RIE DEC 1993

(Environment), Consumer Education, Curriculum Development, Educational Change, \*Environmental Education, Foreign Countries, Instructional Development, Nonformal Education, \*School Role, Social Problems, Staff Development, Values Education

Identifiers—England, Informal Education, Wales

This policy discussion paper is intended to stimulate debate about how to develop more and better opportunities for formal and nonformal environmental education for British adults. A summary found at the beginning of the paper lists its implications for the government, all providers of adult education, all providers of work-related training, businesses, the voluntary sector, and the National Institute of Adult Continuing Education. The paper considers the case for environmental adult education, reports on the level and kinds of activity that currently exist, and identifies a series of developments that are desirable and necessary steps in the transition to a more sustainable society, using government legislation and responsible individual, workplace, and community action as appropriate. In the belief that practices of educational organizations should act as examples, the paper also considers the process of institutional change. Contains 14 references. (YLB)

ED 359 391 CE 064 027

**The Learning Imperative. National Education and Training Targets and Adult Learners. A NIACE Policy Discussion Paper.**

National Inst. of Adult Continuing Education, Leicester (England).

Report No.—ISBN-1-872941-29-X

Pub Date—Mar 93

Note—57p.

Available from—National Institute of Adult Continuing Education, 19B De Montford Street, Leicester LE1 7GE, England, United Kingdom (4.95 pounds).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adult Education, \*Adult Learning, Educational Development, Education Work Relationship, Employer Employee Relationship, Foreign Countries, Human Capital, Job Skills, Job Training, \*Labor Force Development, Learning Motivation, \*Lifelong Learning, School Business Relationship, Student Participation

Identifiers—\*United Kingdom

This paper promotes the adoption of the lifetime learning targets that form part of National Education and Training Targets (NETTS) for Lifetime Learning in the United Kingdom. Section 1 defines NETTS as goals for levels of participation in education and training. Section 2 considers the characteristics and current profile of adult learners. Section 3 identifies challenges to be overcome if there is to be a greater commitment to education and training, if individuals are to undertake more learning, and if current nonparticipants are to be attracted into education and training during adulthood. Employment issues considered include the priority given to training and development, investment in training for older workers, core and peripheral workers, and the self-employed. Issues are identified that affect participation in education and training of significant groups presently underrepresented in programs. The section concludes by identifying structural challenges relating to the provision of education and training: curricular/sectoral boundaries, student support, access to guidance, the qualifications jungle, access to assessment, and appropriately skilled staff. Section 4 describes current initiatives that seek to overcome the educational concerns and other difficulties in expanding learning activity. Section 5 outlines 10 steps for achievement of NETTS. Section 6 refines the issues identified into a set of general recommendations and a set of key short-term actions which should be taken by particular players. Contains 69 references. (YLB)

ED 359 392 CE 064 028

**BCEL Newsletter for the Business & Literacy Communities, 1984-1993.**

Business Council for Effective Literacy, New York, NY.

Pub Date—93

Note—496p.

Journal Cit.—BCEL Newsletter for the Business & Literacy Communities; n1-36 Sep 1984-Jul 1993

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF02/PC20 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Adult Reading Programs, Basic Skills, \*Busi-

ness Responsibility, \*Corporate Education, \*Corporate Support, Correctional Education, Educational Needs, Educational Practices, Functional Literacy, Illiteracy, Outcomes of Education, Private Financial Support, Program Development, Program Effectiveness, \*School Business Relationship, Statewide Planning

Identifiers—\*Business Council for Effective Literacy, \*Workplace Literacy

This set of 36 newsletters deals with adult literacy programs and issues of interest to the business and literacy communities. Each issue contains either a message to corporate chief executive officers or a Business Council for Effective Literacy (BCEL) editorial, and most issues include brief reports on recent BCEL and corporate literacy actions and/or available BCEL publications. The following are among the topics covered in the individual issues: adult functional illiteracy; literacy initiatives in the public and private sectors; basic skills programs; the urgent need for statewide planning; literacy in the courts; basic skills for youth; computer-assisted instruction; libraries and literacy; supported work programs; English-as-a-Second-Language instruction; access to education; educational legislation; citizenship education; collective bargaining agreements covering education and training; college and university outreach services; community colleges; literacy programs at correctional institutions; programs for special target audiences (disadvantaged persons, dislocated workers, dropouts, single parents, immigrants, minorities); job training; and union-sponsored programs. The adult literacy program-related actions of individual businesses and corporations are highlighted. Indexes to all issues are included. (MN)

ED 359 393 CE 064 039

**Computers & Literacy: Curricula & Guides. General Adult Literacy Series, Revised.**

Business Council for Effective Literacy, New York, NY.

Pub Date—Apr 93

Note—12p.; Revises ED 344 081.

Journal Cit.—BCEL Brief; n7 Apr 1993

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Basic Skills, \*Computer Assisted Instruction, Computer Assisted Testing, Computer Software Selection, \*Courseware, Curriculum, Educational Diagnosis, Educational Research, Educational Resources, \*English (Second Language), Job Skills, \*Job Training, Labor Force Development, Learning Modules, \*Literacy Education, Mathematics Skills, Research Reports

Identifiers—\*Workplace Literacy

This brief describes 23 computer-based adult literacy programs developed for instructional use in workplace and general literacy settings and 11 guides and research reports. Descriptions contain these types of information: area(s) taught or assessed; format; intended users; instructional objective(s); required hardware; cost; companion print materials; and source (name, address, and telephone number). The curricula and guides are divided into three types. The 10 work force/workplace literacy curricula are as follows: Basic Academic Skills for Employment; Aptitude Based and Interest Based Career Decision Tests; Reading in the Workplace, Math in the Workplace, and Solutions; Systems Approach for Workplace Literacy Assurance and Occupational Skills Analysis System; Education for Employment; Job-Trails; Mathkey; R.O.A.D. to Success; SkillWorks; and Workplace Literacy System. The 13 general curriculum/program development entries include the following: Autokills Component Reading Subskills; BLS Tutor Systems; COMPRIS, INC.; Core Reading and Vocabulary Development Program; A Day in the Life—; Graffiti One, In the Print Shop, and Accent Improvement; Adult Literacy Word Processor; GOAL Series; MacEnglish; Pathfinder Learning System; Project STAR; Sequential Training for Adult Reading; Skill Bank Business Edition; and Interactive Modumath. The third section describes 11 resource guides, research reports, collected readings, and other guides. Descriptions discuss content, focuses, and findings on recommendations. Two articles: "The Case for Computers" (BCEL Newsletter, July 1985) and "Computer Update: Emerging Issues" (BCEL Newsletter, October 1989) are attached. (YLB)

ED 359 394 CE 064 040

**The Connection between Employee Basic Skills &**



### Productivity, Workforce & Workplace Literacy Series.

Business Council for Effective Literacy, New York, NY.

Pub Date—17 Mar 93

Note—4p.

Journal Cit—BCEEL Brief, n8 Mar 17 1993

Pub Type—Reference Materials - Bibliographies (131)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, \*Basic Skills, \*Educational Benefits, \*Education Work Relationship, Inplant Programs, Literacy Education, Outcomes of Education, \*Productivity, Program Effectiveness

Identifiers—\*Workplace Literacy

The experience of a number of specific local workplace programs indicates a definite connection between the provision of employee basic skills programs and increased worker productivity. One Tennessee company, for example, reports a 95 percent drop in costs resulting from worker mistakes and a doubling of worker productivity since the company adopted an aggressive education and training program. A study by the American Society for Training and Development found that over half the productivity increases occurring in the United States between 1929 and 1989 were due to learning on the job and that persons given formal workplace training have a 30 percent higher productivity rate. A report of the Bureau of Business Practice indicates that the Manufacturing Literacy Program and Motorola University training courses of Motorola, Inc., have resulted in a productivity rate equal to 500 percent of its original estimates, a 30:1 reduction in manufacturing cycle time, a 4:1 reduction in defects per unit, and a 2.5:1 reduction in inventory. (This brief contains extracts of nine documents detailing the specific effects of basic skills training on worker productivity along with information on the availability and cost of each publication.) (MN)

ED 359 395 CE 064 041

### Resources in Family Literacy. General Adult Literacy Series.

Business Council for Effective Literacy, New York, NY.

Pub Date—Jun 93

Note—9p.

Journal Cit—BCEEL Brief, n9 Jun 1993

Pub Type—Reference Materials - Directories/Catalogs (132)—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Citations (References), Curriculum Development, \*Family Programs, High Interest Low Vocabulary Books, Instructional Materials, \*Intergenerational Programs, \*Literacy Education, Program Administration, Program Development, Resources

Identifiers—\*Family Literacy

This report contains a list of 5 contacts, 12 research reports and studies, 4 publications in program planning and administration, and 16 curriculum materials in the field of family literacy. Each listing includes addresses and telephone numbers, prices if applicable, and a brief description of the resource or materials. The materials listed include the following: how-to guides for literacy program developers, low-level literacy books and pamphlets for parents who are new readers, guides on reading to and with children, and guides to using technology in family literacy education programs. (KC)

ED 359 396 CE 064 042

### Associate in Occupational Studies, Culinary Arts. Self-Study Report Presented to the Accrediting Commission of the American Culinary Federation Educational Institute.

Schenectady County Community Coll., Schenectady, N.Y.

Pub Date—Feb 93

Note—118p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Accreditation (Institutions), \*Associate Degrees, College Programs, \*Cooking Instruction, Educational Needs, \*Foods Instruction, Hospitality Occupations, \*Institutional Evaluation, Program Effectiveness, Program Evaluation, Program Improvement, \*Self Evaluation (Groups), Two Year Colleges

Identifiers—\*Schenectady County Community College NY

This report is the self-study of the Associate in

Occupational Studies (AOS) in Culinary Arts program offered by the Hotel, Culinary Arts, and Tourism Department at Schenectady County Community College (New York). The self-study was conducted to support the department's application for initial accreditation of the Culinary Arts program with the Standards Accrediting Commission of the American Culinary Federation Educational Institute (ACFEI). As suggested by the ACFEI, the format of this report is organized around the following seven sections of the commission's accrediting standards: philosophy and goals, organization and administration, faculty and staff, curriculum, facilities, student services, and summary. Three appendices contain the department chairperson's letter to prospective students, an explanation of the work experience requirement, and an equipment inventory. Some of the identified strengths of the program are the following: (1) the program is offered by a stable institution and is accomplishing its mission; (2) the college is housed in a former hotel; and (3) the curriculum is based on practical and useful elements. Weaknesses are as follows: (1) lack of course work in sanitation and bar management; (2) ineffectiveness of the career placement office in helping graduates to get started in their careers; (3) lack of racial minority groups in the program; (4) dependence on many part-time faculty members; and (5) no elective courses. (KC)

ED 359 397 CE 064 043

### National Workplace Literacy Program for Health Care Employees. Final Evaluation Report.

Continuing Education Inst., Needham, MA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—Jun 93

Note—68p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, \*Adult Literacy, Adult Programs, Allied Health Occupations Education, Basic Skills, \*Education Work Relationship, English (Second Language), \*Health Personnel, Hospitals, Labor Force Development, \*Literacy Education, Nursing Homes, \*On the Job Training, Second Language Instruction, Skill Development

Identifiers—\*Workplace Literacy

The Continuing Education Institute's Workplace ESL (English-as-a-Second Language) and ABE (Adult Basic Education) programs improved the job experience for employees with language and literacy problems in Boston (Massachusetts) by teaching them language strategies that had direct application to their jobs. Health care administrators, supervisors, and employee participants provided the workplace details that became the core of a specialized curriculum. Participants read, talked, and wrote about their jobs. Classes met for 2 hours twice each week. In all there were 51 classes in 5 locations serving 141 employees from 6 health care organizations. The quality of care of the residents or patients entrusted to program participants was noticeably improved as a result of the project. Employees can now fill out patient forms correctly, inform residents and patients of what they are going to do to them as part of their care, and report problems. They have shown more initiative, have become more observant, and want to know more about illnesses and medicines. They also have become more positive and more self-confident. An outside evaluation by Marcus Lieberman, Ph.D., verified these positive outcomes. Five attachments containing statistical and other supplementary materials are provided, as is the text of the outside evaluation report. (KC)

ED 359 398 CE 064 044

### Oswald, M. J. And Others. The Application of Problem Based Learning to Distance Education.

Pub Date—92

Note—10p.; Paper presented at the World Conference of the International Council for Distance Education (16th, Bangkok, Thailand, November 1992).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bachelors Degrees, \*Building Trades, Construction Industry, \*Distance Education, Foreign Countries, Higher Education, \*Interaction, Models, \*Problem Solving, Professional Education, Student Motivation

Identifiers—\*Problem Based Learning, \*University of Newcastle (Australia)

Since 1991, the problem-based learning (PBL) approach has been incorporated into the distance education program culminating in a Bachelor of Building degree from the Faculty of Architecture at the University of Newcastle, Australia. The Newcastle conceptual PBL model for on-campus courses was adapted to the special needs of distance learners. The briefings and lectures that are typically part of the interactive learning process that takes place in on-campus PBL-based courses have been replaced by scenarios and learning units. Learning units, which are designed solely to impart knowledge, are perceived by students as an "informative voice." They are separated by "asides," which offer directions and considerations but do not provide data or technical information. The alternation of learning units and "asides" provides a conversational medium through which the student interacts indirectly. Student feedback regarding the technique of simulated conversational exchange has been extremely positive. Because the technique gives the perception of a plot unfolding, it gives students the sense of direction, purpose, and integration that can so often be lacking in topic-centered distance education courses and thus helps improve distance learners' motivation to complete the course. (MN)

ED 359 399 CE 064 047

### Adults in Transition. A Report of the Fourth Year of the Adult Education for the Homeless Program.

Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

Pub Date—May 93

Note—17p.; For related reports, see ED 329 701 and CE 064 048.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Literacy, \*Daily Living Skills, Economically Disadvantaged, \*Homeless People, Housing Needs, Job Placement, Job Training, Literacy Education, National Programs, Poverty, \*Program Effectiveness, Program Evaluation, \*State Programs, Unemployment, Welfare Recipients, Womens Education

Identifiers—\*Adult Education for the Homeless Program

In 1991, the Adult Education for the Homeless (AEH) Program consisted of projects in 31 states; a total of \$7.4 million was available to these projects. The projects provided instruction in basic and life skills, further assisted homeless adults through counseling and life planning activities, and coordinated efforts with other homeless adult-serving programs. AEH served over 34,000 adult learners, a 10,000 participant (42 percent) increase over the previous year. Although service to male students was predominant in a number of states, almost half of the learners were women. The racial/ethnic makeup of participants remained fairly constant: the largest group of learners were White, 41 percent were African American, and 11 percent were Hispanic. Services to Native Americans increased. Among the 25 states reporting student ages, those aged 25-44 represented 60 percent of learners, the age 16-24 group 29 percent, and the 45-59 age range 10 percent. Approximately 1,000 learners achieved a high school diploma, almost 2,000 made the transition from basic skills instruction to higher education and occupational training, and over 3,000 found or improved employment. Improved quality of life was indicated by participants who found housing, were removed from public assistance, developed personal education goals, or improved parenting skills. The report concludes with recommendations to local programs, state projects, and the national program. (YLB)

ED 359 400 CE 064 048

### Education for Homeless Adults. The 1989-1990 Report.

Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.

Pub Date—Oct 92

Note—16p.; For related reports, see ED 329 701 and CE 064 047

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Basic Education, Adult Literacy, \*Daily Living Skills, Economically Disadvantaged, \*Homeless People, Housing Needs, Job Placement, Job Training, Literacy Education, Na-

tional Programs, Poverty, \*Program Effectiveness, Program Evaluation, \*State Programs, Unemployment, Welfare Recipients, Womens Education

Identifiers—\*Adult Education for the Homeless Program

As in the first year of the Adult Education for the Homeless (AEH) Program, a majority of second- and third-year projects tended to focus on either delivery of services in urban areas or on a statewide approach. A few states continued an approach that resulted in service primarily to women. The number of homeless adults served in year 2 increased 60 percent over year 1 but then declined in year 3 for two reasons: some "high number" states did not receive year 3 funds and projects using year 3 funds placed priority on program quality over numbers served. The largest number served were between the ages of 25-44 and were males, although females predominated in eight states in the third year. The single largest population served continued to be white. Of a total staff of 2,000 in year 2, 50 percent were volunteers. For year 3, 57 percent of the total staff of 1,370 were volunteers. Barriers to success in both years included the following: participants who left a shelter or moved away from the program area, shelter limitations, existential factors, and program limitations. Program elements that promoted success were additional funding sources, coordinated services, and program locations. Instructional elements that promoted success included life planning, family literacy, stress management, and mastery of instruction in small, self-contained units. Recommendations were made for improvement in the areas of instructional program, staff training, evaluation, and program support. (YLB)

ED 359 401 CE 064 050

H.R. 996—Veterans Education Outreach Program.

Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs, House of Representatives, One Hundred Third Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Report No.—ISBN-0-16-040961-6

Pub Date—25 Mar 93

Note—91p.; Serial No. 103-6. Portions contain small print.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*College Programs, \*Educational Needs, Educational Trends, Federal Legislation, Federal Programs, Hearings, Higher Education, \*Student Financial Aid, \*Student Recruitment, \*Veterans Education

Identifiers—Congress 103rd, \*Veterans Outreach Education Program

This document records the oral and written testimony of representatives of veterans' groups and of the Department of Veterans Affairs at a congressional hearing on H.R. 996, the Veterans Education Outreach Program. That bill would continue funding for the program, which helps recruit veterans to receive the college education to which they are entitled and pays colleges \$100 for each eligible veteran that the colleges recruit. The testimony was highly supportive of the program and favored increasing the number of colleges that have recruiting offices for veterans, funded through this program. The document also contains the text of the bill, statements from the Paralyzed Veterans of America and the Blind Veterans Association, and questions and answers of witnesses. (KC)

ED 359 402 CE 064 053

Zalon, Margaret Lieb  
Health Care Reform: How Will It Affect Nursing?—Nursing Education.

Pub Date—[May 92]

Note—12p.; Submitted for publication in "The Pennsylvania Nurse."

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Activism, \*Change, Community Cooperation, Curriculum Development, Decision Making, Disadvantaged, Ethics, Higher Education, Leadership, \*Leadership Training, \*Medical Services, Nurses, Nursing, \*Nursing Education, Role Models, Teacher Influence, \*Teacher Role

Identifiers—\*Health Care Reform

Nursing educators have the opportunity to advance nursing's agenda for health care reform to ensure effective health care for all members of society. They have a key role in fostering the political involvement of student nurses and nurses who have returned to school for baccalaureate or graduate education. Role modeling is critical to increasing their visibility as political activists. Structured activities within the curriculum are an important vehicle for enhancing political or professional activity. Another major means of advancing nursing's agenda for health care reform is the development of professional nurse behaviors that are essential for functioning in new or radically altered health delivery systems. Students must be empowered so that they can assume a leadership role in whatever setting they choose to practice. Key to empowerment is the provision of clinical experiences that foster independence and the leadership skills necessary for case management, managed care, and negotiating in the complex health care environment. The empowerment of the individual that comes from success is enhanced in an environment that empowers the nursing community. Educational institutions can forge partnerships with community agencies to facilitate change and growth. Nurse educators should also provide for enhancement of nurses' understanding of ethical issues in a climate of shrinking health care resources. (YLB)

ED 359 403 CE 064 064

Ryan, Thomas Hinkley, Carl

Workplace Health and Safety across the Vocational/Technical Curriculum.

Central Maine Technical Coll., Auburn.

Spons Agency—Maine State Dept. of Education, Augusta.

Pub Date—Sep 92

Note—136p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Auto Mechanics, Competency Based Education, \*Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, \*Integrated Curriculum, Laboratory Safety, Laboratory Technology, Lesson Plans, \*Occupational Safety and Health, Postsecondary Education, Power Technology, Safety Education, \*Technical Education, Technical Institutes, Vocational Education

This document contains the outcomes of a pilot project to develop materials and methods of integrating occupational health and safety into the curriculum of the technologies at a technical college. Section I is a model of how to integrate health and safety into a vocational-technical curriculum. Based on the Outcomes-Based Guidelines developed by the Kansas State Board of Education, this section outlines a mechanism for curriculum development in the classroom. Four chapters cover the following subjects: the curriculum planning process, outcomes of integrated school health and safety programs, implementation of the health and safety education curriculum plan, and evaluation. Section II describes a pilot project for an automotive technology course. It presents curricula and lesson plans using the methods and materials identified in the model in Section I. They are: a course syllabus (description, specifications, topical outline, objectives, task list, and lesson plan) for shop safety and hand tools; suggested topics for a series of seminars on health and safety; and a welding lesson plan (objectives, task list, topical outline, and test). Section III provides guidance for establishing two laboratory-based activities: developing a health and safety program in the laboratory of the relevant technology and establishing a health and safety committee, both for the school and the laboratory. Section IV discusses how individuals learn and lists materials purchased for the project. Section V lists nine resources for automotive technology and contains an eight-item bibliography, surveys, and the Kansas guidelines. (YLB)

ED 359 404 CE 064 065

Lightner, John W.

A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees.

Pub Date—93

Note—173p.; M.S. Thesis, Ferris State University.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Audio Equipment, Community Col-

leges, \*Education Work Relationship, \*Employer Attitudes, Employment Potential, \*Employment Practices, \*Employment Qualifications, \*Entry Workers, Higher Education, Job Skills, Labor Needs, Two Year Colleges

Identifiers—Lansing Community College MI

A community college conducted a study to determine how employers perceived formal education for audio professionals—both baccalaureate and associate degrees from community colleges, employers' training needs, how they judged entry-level employees' qualifications, and the availability of internships and entry-level employment. The study surveyed 564 audio professionals in an 8-state region, with 154 (27 percent) responses. The survey found that most employers (recording studios) were very small (three or fewer full-time employees with about the same number of part-time and contract employees). A predominant finding is that industry practitioners want the schools to form attitudes as well as technical skills. Respondents cited the need for "people skills" above technical skills; thinking skills were also requested. Most wanted applicants to have a bachelor's degree or at least 2 years experience past a two-year degree. Employers also tended to emphasize the traditional studio gear, indicating that these smaller studios have not been able to upgrade to the technological advances in the industry. The outlook for entry-level jobs was not good, and employers also did not like to use interns. Four conclusions were reached: the community college needs to do public relations work within the audio community to raise the perception of the abilities of students with two-year degrees; attitudes should be taught in a formal setting; internship opportunities should be pursued by the college; and follow-up research of the college's graduates should be undertaken. (Nineteen appendices contain the questionnaire, cover letter, explanations for the study, and detailed analysis of responses to questions. A bibliography lists 29 references; 29 tables are included in the report.) (KC)

ED 359 405 CE 064 066

Graduate Follow-up and Employer Survey 1989.

Guam Community Coll., Agaña. Office of the State Agency for Vocational and Adult Education.

Pub Date—Jun 90

Note—202p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Apprenticeships, Community Colleges, \*Employment Level, \*Females, Graduate Surveys, High School Graduates, High Schools, \*Males, \*Outcomes of Education, Part Time Employment, Postsecondary Education, Program Effectiveness, Two Year Colleges, \*Vocational Education, \*Wages

Identifiers—\*Guam Community College

A follow-up survey of high school and postsecondary vocational and technical graduates and the employers of those graduates was conducted to identify the jobs, starting salaries, and adequacy of the programs preparing those graduates in Guam. Information was gathered through survey forms mailed to 461 graduates and/or from the programs from which they had graduated, and from a mailed survey of 161 employers of four groups of graduates: the Apprenticeship Training Group; the Postsecondary Certificate and Associate Degree group; the Police and Fire Cycle graduates; and the Secondary program group. Return rate was 55% (Secondary employers); 75% (Apprenticeship employers); 76% and 57% for Associate Degree and Postsecondary certificate employers respectively, and 83% for Police and Fire Cycle employers. Results were reported by program area, by gender, by wages earned, and in various other configurations in the 45 tables of the report. Highlights of the results included the following: (1) 83 percent of the secondary graduate respondents were employed full or part time with a mean hourly wage of \$5.83 for male and \$5.09 for female graduates working full time in areas for which they were trained; (2) all the apprenticeship respondents were employed full time in their trades, earning an average of \$10.68 per hour; (3) 87 percent of the postsecondary graduates were employed full or part time; (4) graduates employed full time in jobs related to their training averaged \$12.47 per hour; (5) most postsecondary graduates expressed positive perceptions of their training programs; (6) 66 percent of adult high school diploma graduates were employed full time at an average wage of \$5.09; (7) a majority of employers rated the graduates "very good" or "good" on the technical

knowledge necessary for their job; and (8) employers thought the graduates had proper work attitudes and performed quality work. (The survey forms are appended to the report.) (KC)

**ED 359 406** CE 064 067

**Vocational Education: Guam 1991-1992. Annual Performance Report.**

Guam Community Coll., Agaña. Office of the State Agency for Vocational and Adult Education.

Pub Date—[92]

Note—51p; Appended Financial Status Report contains some small, filled type, which may not reproduce well.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Education, Adult Vocational Education, Annual Reports, Career Counseling, \*Career Guidance, Community Colleges, Cooperative Programs, Disabilities, Displaced Homemakers, High Schools, Inservice Teacher Education, Integrated Curriculum, Limited English Speaking, One Parent Family, Postsecondary Education, \*Professional Development, \*Program Effectiveness, Program Evaluation, Two Year Colleges, \*Vocational Education

Identifiers—\*Guam

To remain current and provide support for vocational programs, Guam's State Director of Vocational and Adult Education worked closely with mainland agencies and organizations in 1991-92. A committee of practitioners developed a statewide system of core performance measures and standards. Leadership training kept program administrators up-to-date. Special training requested by government agencies and private enterprises was conducted at the worksite. Seventeen craft committees were active. Transportation was provided to vocational high school students who needed access to special facilities, equipment, and instructors. Career guidance and counseling activities included computerized career information, evaluation of incarcerated adults, development of a wellness training program, and a career resource center. Vocational programs provided for academic integration with strong emphasis on basic communications and for academic assistance. Tourism and marketing were the most popular secondary programs. Special postsecondary activities focused on construction and tourism, the major economic forces on Guam. On- and off-island professional development activities were available. Special programs were provided for handicapped individuals, persons with limited English proficiency, incarcerated adults, single parents, and displaced homemakers. (Appendixes include 1992 enrollment table, System of Performance Measures and Standards, program agreement and closeout report for an academic learning laboratory, and financial reports.) (YLB)

**ED 359 407** CE 064 068

**Territory of Guam Adult Education Programs. Performance Report. Fiscal Year 1992.**

Guam Community Coll., Agaña. Office of the State Agency for Vocational and Adult Education.

Pub Date—92

Note—35p; Appended Financial Status Reports contain some small, filled type, which may not reproduce well.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Education, \*Adult Literacy, Annual Reports, Cooperative Programs, Curriculum Development, Curriculum Evaluation, Disabilities, English (Second Language), High School Equivalency Programs, Implant Programs, Limited English Speaking, \*Literacy Education, \*Program Effectiveness, Program Evaluation, School Business Relationship

Identifiers—\*Guam

The 1992 activities in support of the goals described in the Guam State Plan for Adult Education focused on curriculum development and evaluation. Three major programs offered 48 daytime and 101 evening classes for students at 6 sites. The primary components of the adult education instructional programs were adult high school, General Educational Development (GED) preparation and testing, and adult basic education. Ten classes in GED preparation or from the adult high school program were offered within the Adult Correctional Facility. Survival skills and basic literacy formed the core of services provided for the Mental Health Facility and Goodwill Industries. A Work Place Literacy

Program at a hotel concluded. The Job Opportunities and Basic Skills Program provided child care assistance and tuition for welfare recipients. The needs of adult immigrants centered on English as a Second Language (ESL). A third-party evaluation of the entire adult education program was completed; the final report commended the reliable self-evaluations. Cooperative agreements with government agencies and community-based organizations provided adult basic, literacy, ESL, GED, and adult high school opportunities for their clients. (Eight statistical tables illustrate enrollment profiles, functioning levels, reasons for separation, status upon entry, participant achievement, time and locations of classes, and personnel. Two financial reports are provided.) (YLB)

**ED 359 408** CE 064 070

**Guam Adult Education Quality Performance Indicators.**

Pub Date—21 Apr 93

Note—10p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Persistence, \*Adult Education, Adult Literacy, Adult Programs, Curriculum Development, Curriculum Evaluation, Educationally Disadvantaged, English (Second Language), \*Evaluation Criteria, Literacy Education, \*Performance, Program Evaluation, \*Program Improvement, School Holding Power, Standards, \*Student Recruitment

Identifiers—Carl D Perkins Voc and Appl Techn Educ Act 1990, \*Guam

This document presents the Guam Adult Education Quality Performance Indicators to enable Guam Community College to promote program improvements in the adult education programs it offers to Guam's educationally disadvantaged adult learners. Definitions are provided of these terms: quality performance indicator, performance measure, and performance standard. Four major components make up the quality performance indicators: educational gains, curriculum review, student recruitment, and student retention. Each component consists of an indicator, discussion, performance measures, performance standards, and reporting process. A glossary and a chart illustrating performance levels for English as a second language are appended. (YLB)

**ED 359 409** CE 064 073

**Blaustein, Saul J. And Others**

**Unemployment Insurance in the United States:**

**The First Half Century.**

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-135-6

Pub Date—93

Note—381p; A revision and extension of "Unemployment Insurance in the American Economy," by William Haber and Merrill Murray, published in 1966.

Available from—W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (paperback \$20; hardcover \$30).

Pub Type—Books (010) — Historical Materials (060)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adults, Business Cycles, Dislocated Workers, Employment Patterns, \*Employment Problems, \*Federal Legislation, Federal Programs, Fringe Benefits, Job Layoff, Labor Force Nonparticipants, State Legislation, \*State Programs, \*Unemployment, \*Unemployment Insurance

This 10-chapter book covers the history of unemployment insurance (UI) in the United States from its beginning in the 1930's to the present and describes how the program evolved in response to various economic and other factors and to the controversies that emerged in the process. Chapter 1 provides background on trends in the extent, duration, and nature of unemployment as well as employment and labor force trends. Chapter 2 explores each broad objective generally indicated for UI for its significance. Chapter 3 shows that unemployment is an insurable risk and discusses features that make the program "social insurance." Chapter 4 summarizes foreign experience with UI. Chapter 5 reviews voluntary UI programs and traces the history of legislative activity prior to passage of the Social Security Act in 1935. Chapter 6 highlights Congressional considerations of UI proposals and

changes made as those proposals were fashioned into law. Chapter 7 focuses on passage of state UI legislation, early experience under state laws, and reconversion of the economy after World War II. Chapter 8 describes management of federal responsibilities for UI and reviews federal legislation for 1947-69. Chapter 9 summarizes principal changes produced by federal legislation enacted after 1969 as they affected major aspects of the UI program. Chapter 10 reviews patterns and trends of state statutory provisions since 1948. An epilogue summarizes the temporary emergency program of 1991 and other legislative changes of importance adopted in the early 1990s. A list of 152 references and an index are provided. (YLB)

**ED 359 410** CE 064 074

**Nash, Margaret A., Ed.**

**Changing Roles of Men and Women: Educating for Equity in the Workplace. Curriculum Guide.**

Wisconsin Univ., Madison. Center on Education and Work.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—91

Note—479p.

Available from—Center on Education and Work, University of Wisconsin, 1025 West Johnson Street, Madison, WI 53706-1796.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Classroom Techniques, Educational Resources, \*Employment Practices, \*Equal Opportunities (Jobs), Higher Education, High Schools, Learning Activities, Postsecondary Education, \*Sex Bias, Sex Discrimination, \*Sex Fairness, Sex Role, Teaching Methods

This curriculum guide contains five units designed to help high school, college, or postsecondary teachers and trainers to make workplace gender equity issues clear to their students and to lead students to think about and prepare for changing conditions. The units cover the following topics: changing roles and life styles, gender bias and sex role stereotyping, equity in the workplace, individual and institutional opportunities to promote gender equity, and exploring selective equity topics and issues. Each unit contains the following: an outline correlating objectives to content, teaching strategies, and resources; suggestions for the instructor, information sheets to hand out, instructor resources, such as sample lectures, transparency masters, activities, checklists, and references. A resource list includes 38 books and 31 audiovisuals, with sources. (KC)

**ED 359 411** CE 064 075

**Merriam, Sharon B., Ed. Cunningham, Phyllis M., Ed.**

**Handbook of Adult and Continuing Education. The Jossey-Bass Higher Education Series.**

Report No.—ISBN-1-55542-161-X

Pub Date—89

Note—718p.

Available from—Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Adult Basic Education, Adult Development, \*Adult Education, \*Adult Learning, \*Adult Students, Armed Forces, College Programs, Community Colleges, \*Continuing Education, Correctional Education, Distance Education, Educational History, Educational Resources, \*Educational Supply, Elementary Secondary Education, English (Second Language), Extension Education, Females, Foreign Countries, Futures (of Society), Higher Education, Individualized Programs, Individual Needs, Library Services, Nontraditional Education, Postsecondary Education, Professional Continuing Education, Proprietary Schools, Public Schools, Religious Organizations, Rural Education, Two Year Colleges

Identifiers—Canada, United States

This handbook contains 48 articles on adult and continuing education. Part 1, which deals with adult education as a field of professional practice, includes articles on such topics as the social and historical contexts of adult and continuing education, adult education and international development, the voluntary sector and adult education, and public policy and finance. Covered in Part 2 are topics related to adult learners and the educational process, such as: adult development and learning, non-



traditional education, distance education, program planning and evaluation, and facilitating adult learning. The following are among the major providers of educational programs for adults that are examined in Part 3: public schools, four-year colleges and universities, community colleges, cooperative extension, the armed forces, correctional facilities, public libraries and museums, adult education agencies in the United States and Canada, religious institutions, proprietary schools, and business and industry. Part 4 deals with various adult education program areas and special clientele, including speakers of nonnative speakers of English, women, older adults, rural adults, racial and ethnic minorities, and developmentally disabled adults. Part 5 presents three perspectives on adult education in the future. The contents of 14 past handbooks (published between 1934 and 1981) are listed, and name and subject indexes are included. (MN)

**ED 359 412** CE 064 076  
Groff, Warren H.

**Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities.** Human Resource Development.

Pub Date—93  
Note—200p.  
Pub Type—Information Analyses (070)—Reports - Evaluative (142)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Adult Education, Curriculum Development, Developmental Programs, \*Educational Change, Educational Development, Elementary School Curriculum, Higher Education, \*Human Resources, \*Labor Force Development, Lifelong Learning, Mathematics, \*Nontraditional Education, Nursing, Program Development, \*Strategic Planning, Technological Advancement, Vocational Education

Identifiers—\*Nova University FL, \*Total Quality Management

This package includes a description of Nova University's Human Resource Development (HRD) core seminar and seven doctoral student papers. The description (by Warren Groff) explains how a major curriculum change was made to convert the vocational, technical, and occupational specialization seminar, Personnel-Human Resources Development, to the core seminar, Human Resources Development (HRD). The conceptual framework for the HRD core seminar involved an audit of HRD within the student's work context, a vision of a strategic direction and preferred scenario for an area of responsibility within each student's work context, and creation of a multiyear HRD action plan. An important issue for the Ed.D. Programs for Higher Education was seen to be assembling the critical mass of HRD Systems Engineers who would design and implement forms of alternative education that would produce a critical mass of high performance learners and leaders who could create learning communities in an advanced technical era. Appendixes include 24 references and the 7 student papers: "An Analysis of Governance Structure of the Amarillo Hospital District and Northwest Texas Hospital" (Richard Pullen); "Strategic Planning: Delivery of Quality Care through Nursing's Commitment to Quality Improvement" (Pullen); "Goals: Implementation of a Program to Enhance Nursing Commitment to Total Quality Improvement at NTH" (Pullen); "An Analysis of Human Resource Development at Arkansas Technical University" (Kathryn D. Pearson); "A New Vision for Elementary School Mathematics at Arkansas Tech University" (Pearson); "The Restructuring of Developmental Mathematics at Arkansas Tech University" (Pearson); and "Vision 2000: A Pedagogy Shift—Critical Thinking and Caring. Strategic Human Resource Development Plan for Restructuring Nursing Department Curriculum, Southwest Missouri State University, West Plains Campus" (Juanita J. Roth). (YLB)

**ED 359 413** CE 064 077  
Bower, Don Race, Ken

**Designing an Orientation Program To Prepare Students for Distance Education Study.**

Pub Date—Nov 92  
Note—6p.; Paper presented at the World Conference of the International Council for Distance Education (Bangkok, Thailand, November 1992).  
Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Students, \*Distance Educa-

tion, Foreign Countries, Higher Education, \*Program Development, Program Effectiveness, \*Program Implementation, \*School Orientation, \*Student Attitudes

Identifiers—\*University of Central Queensland (Australia)

This paper describes the orientation program conducted for distance students at the University of Central Queensland in Queensland, Australia, and outlines the steps in developing and conducting such a program. Information is included on the rationale for the orientation program, program objectives, program design, including issues, location, staffing, timing, and evaluation; and student reaction, i.e., student participation rates and perceptions. A report on two surveys concludes that approximately 90 percent of the students participate in the program and that most students were satisfied with the program content; some suggestions were made to improve location and timing of orientation sessions. (KC)

**ED 359 414** CE 064 093  
Prison Literacy Project Handbook. Revised.

Prison Literacy Project, Philadelphia, PA.

Pub Date—93  
Note—35p.; Updates ED 342 855. For writings from the project, see ED 342 886.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, \*Correctional Education, \*Literacy Education, Prisoners, \*Program Implementation, Remedial Instruction, \*Tutoring, Tutors

Identifiers—\*Prison Literacy Project PA

This handbook documents the Prison Literacy Project (PLP) in order to provide a model for other community groups to follow in developing their own literacy projects. The PLP worked to have prison residents learn to read or significantly raise their reading levels through an ongoing literacy tutoring program. All project participants were involved in community partnership and empowerment through their personal interactions. Since 1984, more than 350 students have been tutored and 150 tutors have been trained in the Laubach method, a tutor support network has been developed, and two other literacy tutoring projects have been developed based on the PLP model. The handbook provides a history and philosophy of the project, organizational structure and opportunities for participation, and project objectives, with specific emphasis on their development. This second edition of the handbook reflects accomplishments and provides updates on the projects since 1984. Five appendixes to the report describe the results achieved, project techniques, timelines, volunteer tutor jobs, and the project video documentary. (KC)

**ED 359 415** CE 064 099  
Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—91  
Note—109p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. CD 601 BK 91, student booklet; CD 602 BK 91, facilitator's guide).

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, \*Career Exploration, \*Career Planning, Decision Making, \*Education Work Relationship, Guidelines, High Schools, High School Students, \*Learning Activities, \*Self Evaluation (Individuals), Workbooks

Identifiers—\*Goal Setting

This package includes a booklet of career planning activities for high school students and an accompanying facilitator's guide. The booklet contains 11 learning activities grouped in sections on self-assessment, career exploration, goal setting and planning, and the relationship between education and careers. The facilitator's manual consists of an introduction, companion sections for the four sections of the student activity booklet, and seven appendixes. The introduction includes an overview of the Pathways

to Your Future career planning series, suggested implementation strategies, a listing of the objectives of the student activity booklet, and guidelines for using the facilitator's guide. Each companion section to the student activities includes some or all of the following: objective, list of required materials, suggested additional resources, introduction, suggested procedures for introducing and/or conducting each student activity, and notes warning of potential problems as negative reactions of students with low self-esteem to certain learning activities. Included in the appendixes are descriptions of various aptitudes, a list of selected occupations related to interests and abilities, definitions of the 12 career areas, examples of occupations by level of education, and a high school program of study planner. (MN)

**ED 359 416** CE 064 100  
Burac, Zipura T. Yanello, Robert

**Exemplary Programs Serving Special Populations.**

Volume II.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Dec 92

Contract—V051A80004-92A

Note—36p.; For volume I, see ED 348 571.

Available from—NCRVE Materials Distribution Service, 46 Hobbins Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-424: \$2.75).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Bilingual Education, \*Demonstration Programs, \*Displaced Homemakers, Educational Resources, \*Education Work Relationship, \*Exceptional Persons, One Parent Family, Postsecondary Education, \*Program Effectiveness, Program Implementation, Refugees, Secondary Education, Special Needs Students, \*Vocational Education, Youth Programs

This monograph describes briefly five exemplary programs chosen in 1991 by the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education. The first section of the monograph contains background information on the search for exemplary programs, including a discussion of how the framework for identifying such programs was developed. Five of the 20 components that were found to be well developed and particularly strong in the chosen programs are described. (The five components are as follows: assessment of individuals' vocational interests and abilities, financial support, family and parental involvement and support, notification of both students and parents regarding vocational opportunities, and follow-up of graduates and non-graduates.) The second section includes a description of the exemplary programs, emphasizing those components that reviewers rated highly and that were found to be innovative. The five exemplary programs are the following: (1) Comprehensive Bilingual Vocational Education for Refugee Youth, Catholic Charities of Richmond, Virginia; (2) General Trades/Vocational Experiences for Exceptional Persons, Portland Regional Vocational Technical Center, Maine; (3) Single Parent/Displaced Homemaker Program, Pinellas Technical Education Center, Florida; (4) Transitioning Vocational Services, Mt. Prospect, Illinois; and (5) The Vocational Education Resource System, Rohnert Park, California. An appendix includes guidelines that reviewers used for rating exemplary programs as well as a description of the 20 components that comprise the framework. (KC)

**ED 359 417** CE 064 103  
Business Ownership. Florida Vocational Program Guide.

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

Pub Date—Jul 89

Note—43p.

Available from—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. ME 138 BK 89).

Pub Type—Guides - Classroom - Teacher (052) - Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Avail-**

**able from EDRS.**

**Descriptors**—Articulation (Education), Behavioral Objectives, Business Administration, Career Development, Check Lists, Classroom Techniques, Competence, Competency Based Education, Educational Resources, \*Entrepreneurship, Entry Workers, Job Skills, Postsecondary Education, Program Guides, \*Program Implementation, Secondary Education, \*Small Businesses, State Standards, \*Student Evaluation, Teaching Methods

**Identifiers**—Florida

This program guide is intended for the implementation of a business ownership and entrepreneurship program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, lists job titles under the program, and includes a curriculum framework and student performance standards for business ownership courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment and supplies, and safety; program implementation (student admission requirements, suggested teaching methods, evaluation criteria, certificate of completion, student learning guide, cooperative training, and student organizations); teacher professional development, teacher certification, professional organizations and support services; and instructional resources (a list of 47 references and resources). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities with resources, procedures, information sheets, self-check with answers, and a written test with answers. (KC)

**ED 359 418** **CE 064 104**  
**Criminal Justice Technology. Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

**Spons Agency**—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

**Pub Date**—Jun 89

**Note**—49p.

**Available from**—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. PS 055 BK 89).

**Pub Type**—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Articulation (Education), Behavioral Objectives, Career Development, Check Lists, Classroom Techniques, Competence, Competency Based Education, \*Criminal Law, Educational Resources, Entry Workers, Job Skills, \*Law Enforcement, Postsecondary Education, Program Guides, \*Program Implementation, Secondary Education, State Standards, Student Evaluation, Teaching Methods, Technical Occupations

**Identifiers**—Florida

This program guide is intended for the implementation of a criminal justice technology program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for criminal justice technology courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment and supplies, and safety; program implementation (student admission requirements, suggested teaching methods, student learning guide, and student organizations); teacher professional development and professional organizations; and instructional resources (a list of 47 books, 11 journals, an annual report, and the services of the Florida Educational Information Service). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, and a written test with answers. (KC)

**ED 359 419** **CE 064 105**  
**Dental Assisting. Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

**Spons Agency**—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

**Pub Date**—Jul 89

**Note**—53p.

**Available from**—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HO 181 BK 89).

**Pub Type**—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Allied Health Occupations Education, Articulation (Education), Behavioral Objectives, Career Development, Check Lists, Classroom Techniques, Competence, Competency Based Education, \*Dental Assistants, Educational Resources, Entry Workers, Job Skills, Postsecondary Education, Program Guides, \*Program Implementation, Secondary Education, State Standards, Student Evaluation, Teaching Methods

**Identifiers**—Florida

This program guide is intended for the implementation of a dental assisting program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for dental assisting courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides a test item bank and information on the following: facilities, equipment and supplies, and safety; program implementation (accreditation, student admission requirements, student learning guide, and student organizations); teacher professional development and professional organizations; and instructional resources (a list of 20 print materials, 20 reports in the ERIC database, 9 audiovisual aids, 2 journals, 10 publishers, and the Florida Educational Information Service with a list of its services). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, written test with answers, and a performance test. (KC)

**ED 359 420** **CE 064 106**  
**Dental Hygiene. Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

**Spons Agency**—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

**Pub Date**—Jul 89

**Note**—49p.

**Available from**—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. HO 182 BK 89).

**Pub Type**—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Allied Health Occupations Education, Articulation (Education), Behavioral Objectives, Career Development, Check Lists, Classroom Techniques, Competence, Competency Based Education, \*Dental Hygienists, Educational Resources, Entry Workers, Job Skills, Postsecondary Education, Program Guides, \*Program Implementation, Secondary Education, State Standards, Student Evaluation, Teaching Methods

**Identifiers**—Florida

This program guide is intended for the implementation of a dental hygiene program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum frame-

work and student performance standards for dental hygienist courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides a test item bank and information on the following: facilities, equipment and supplies, and safety; program implementation (accreditation, student admission requirements, student learning guide, and student organizations); teacher professional development and professional organizations; and instructional resources (a list of 150 print materials, 7 reports in the ERIC database, 5 audiovisual aids, 7 journal articles, and the Florida Educational Information Service with a list of its services). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, written test with answers, and a performance test. (KC)

**ED 359 421** **CE 064 107**  
**Floriculture. Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

**Spons Agency**—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

**Pub Date**—May 89

**Note**—52p.

**Available from**—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400 (order no. AG 402 BK 89).

**Pub Type**—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Articulation (Education), Behavioral Objectives, Career Development, Check Lists, Classroom Techniques, Competence, Competency Based Education, Educational Resources, Entry Workers, \*Floriculture, Job Skills, \*Landscaping, Plant Propagation, Postsecondary Education, Program Guides, \*Program Implementation, Secondary Education, State Standards, Student Evaluation, Teaching Methods

**Identifiers**—Florida

This program guide is intended for the implementation of a floriculture program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for floriculture courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides a test item bank and information on the following: facilities, equipment, and supplies; program implementation (student admission requirements, safety and maintenance, student learning guide, cooperative training, and student organizations); teacher professional development and professional organizations; and instructional resources (a list of 81 print materials, 12 audiovisual aids, 2 computer programs, 26 sources for print materials, 18 sources for audiovisual materials, and the Florida Educational Information Service with a list of its services). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, written test with answers, and a performance test. (KC)

**ED 359 422** **CE 064 108**  
**Hospitality Management. Florida Vocational Program Guide.**

Florida State Univ., Tallahassee. Center for Instructional Development and Services.

**Spons Agency**—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

**Pub Date**—Jul 89

**Note**—46p.

**Available from**—Division of Vocational, Adult, and Community Education, Bureau of Career Development and Educational Improvement, Florida Education Center, Tallahassee, FL 32399-0400

(order no. ME 136 BK 89).  
Pub Type—Guides - Classroom - Teacher (052) —  
Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Articulation (Education), Behavioral Objectives, Career Development, Check Lists, Classroom Techniques, Competence, Competency Based Education, Educational Resources, Entry Workers, Food Service, \*Hospitality Occupations, Job Skills, Postsecondary Education, Program Guides, \*Program Implementation, Secondary Education, State Standards, Student Evaluation, Teaching Methods

Identifiers—Florida

This program guide is intended for the implementation of a hospitality management program in Florida secondary and postsecondary schools. The program guide describes the program content and structure, provides a program description, describes jobs under the program, and includes a curriculum framework and student performance standards for hospitality management courses. The curriculum framework outlines major concepts and content, laboratory activities, program specifics, and intended outcomes; the student performance standards guide lists each standard and the behaviors expected to show mastery of each standard. The guide also provides information on the following: facilities, equipment and supplies, and safety; program implementation (student admission requirements, instructional approach, evaluation criteria, certificate of completion, student learning guide, cooperative training, and student organizations); teacher professional development and professional organizations; and instructional resources (a listing of 48 resources and references, and the Florida Educational Information Service with a list of its services). Appended to the program guide is a sample student learning guide that includes program title, intended outcome, learning activities, information sheets, self-check with answers, and a written test with answers. (KC)

**ED 359 423** CE 064 126

Brockett, Ralph G. Hienstra, Roger

**Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge Series on Theory and Practice of Adult Education in North America.**

Report No.—ISBN-0-415-00562-0

Pub Date—91

Note—276p.

Available from—Routledge, Chapman and Hall, Inc., 29 West 35th Street, New York, NY 10001.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, Adult Learning, Adult Students, Classroom Techniques, Educational Research, Learner Controlled Instruction, \*Lifelong Learning, \*Personal Autonomy, \*Self Determination, Teaching Methods

This book provides a comprehensive synthesis of major developments, trends, issues, and practices relative to self-direction and adult education and offers strategies that have direct application to practice. Its intended audiences are practitioners and professors, students, and researchers in adult education. Part I is an introduction. Chapter 1 presents scenarios for three types of learners to illustrate that self-direction is a way of life and discusses popular myths that have helped to create confusion about self-direction and its potential for adult learners. Chapter 2 defines self-direction and offers a model to clarify the concept. Three chapters in Part II examine critically the research literature on self-direction. The two chapters in Part III are intended to bridge theory and practice. They present strategies for facilitating self-directed learning as an instructional method and for enhancing learner self-direction as an aspect of adult personality. Four chapters in Part IV address major issues for practice: self-direction in institutionally based adult education programs, policy issues, international perspectives on self-direction, and ethical issues. The two chapters in Part V provide a hypothetical scenario of what a family of the near future might look like if they embrace the ideals of self-direction and present recommendations important in creating future growth of self-direction ideals. Appendixes include a 97-item annotated bibliography of sources related to andragogy, 430 references, and an index. (YLB)

**ED 359 424** CE 064 131

McClain, Gerald R.

**The CAD Survival Kit. Teacher Edition.**

RIE DEC 1993

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—93

Note—239p.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1500 West Seventh Avenue, Stillwater, OK 74074-4364.

Pub Type—Guides - Classroom - Teacher (052) —  
Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Career Development, Classroom Techniques, Competence, \*Competency Based Education, \*Computer Assisted Design, \*Drafting, Entry Workers, Job Skills, \*Learning Activities, Postsecondary Education, Secondary Education, Teaching Guides, Teaching Methods, Technical Education, Test Items, Transparencies, Units of Study

This teaching guide was developed to help technical education teachers present courses on computer-assisted drafting (CAD). The guide is aimed at helping students learn to use computers and work with disk operating systems and files at a faster pace. The eight units of instruction include some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets. Other contents are as follows: information on use of the publication, a competency profile, an instructional review and task analysis, a list of related academic and workplace skills, a list of tools, equipment and materials, and a list of 14 references. The following topics are covered: CAD terms, CAD hardware, parts of a CAD system, disk operating systems, CAD software, types of files, setup, and basic geometric constructions. (KC)

**ED 359 425** CE 064 132

Greer, Chuck. Kaltwasser, Stan

**Introduction to Robotics. Teacher Edition.**

Mid-America Vocational Curriculum Consortium, Stillwater, Okla.

Pub Date—93

Note—299p.

Available from—Mid-America Vocational Curriculum Consortium, Inc., 1500 West Seventh Avenue, Stillwater, OK 74074-4364.

Pub Type—Guides - Classroom - Teacher (052) —  
Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Career Development, Classroom Techniques, Competence, \*Competency Based Education, \*Computer Assisted Manufacturing, Entry Workers, High Schools, High School Students, Job Skills, \*Learning Activities, \*Robotics, Secondary School Teachers, Teaching Guides, Teaching Methods, Technical Education, Test Items, Transparencies, Units of Study

This teaching guide was developed to help technical education teachers present courses including robotics to junior and senior high school students. The guide contains six units of instruction. Each unit includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets. Information included only in the teacher's edition includes information on use of the publication, a competency profile, an instructional review and task analysis, a list of related academic and workplace skills, a list of tools, equipment and materials, and a list of eight references. Topics covered in the units are as follows: orientation, non servo robot operations, servo robot operations, sensors, end-of-arm tooling, and flexible manufacturing. (KC)

**ED 359 426** CE 064 133

**Advanced Military Studies Programs at the Command and Staff Colleges. Hearings before the Military Education Panel of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 12 and July 23, 1992).**

Congress of the U.S., Washington, D.C. House Committee on Armed Services.

Report No.—HASC-102-80; ISBN-0-16-040960-8

Pub Date—93

Note—42p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Standards, \*Accreditation (Institutions), Accrediting Agencies, \*Degree Requirements, \*Educational Improvement, Graduate Study, Hearings, Higher Education, Institutional Evaluation, \*Masters Degrees, \*Military Training, Standards

Identifiers—Congress 102nd

This document reports the written and oral testimony given at two congressional hearings investigating the possibilities and methods for having degrees granted at military intermediate service schools and master's degrees granted at the National War College and the Industrial College of the Armed Forces. Officials testifying included high-ranking military officers, educational officials, and officials of accreditation organizations. Witnesses stated the advantages of degree-granting authority and pressed for Congress to authorize that facility, as one step in the accreditation process. Those who testified noted earlier efforts at accreditation for other military institutions and stressed that Congress had to grant degree-granting authority before the accrediting organizations would rule on standards for accreditation. Most of the testimony stressed the high quality of the military institutions and argued for passage of degree-granting authority for them. (KC)

**ED 359 427**

CE 064 134

Crawford, Clarence C.

**Multiple Employment Programs. National Employment Training Strategy Needed. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate.**

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/T-HRD-93-27

Pub Date—18 Jun 93

Note—15p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, Cooperative Programs, \*Coordination, \*Employment Programs, \*Federal Programs, Futures (of Society), Job Placement, \*Job Training, Postsecondary Education, \*Program Improvement, State Programs

There are currently more than 150 different federal programs providing some form of employment training assistance. The fragmented system of federal programs creates a variety of problems that hamper attempts to help workers obtain training and find jobs: duplication of services, lack of information on access, multiple administrative entities, and lack of an integrated client tracking system. To address the problems, some states have made efforts to reorganize their service delivery systems to better coordinate services at the local level. Their efforts are hampered, however, by differences in program requirements and reluctance of competing program staffs to share information with competing program staffs. In order to ameliorate the situation, local, state, and federal leaders need to work together to establish common goals for employment training programs and yet allow communities the flexibility to develop service delivery systems tailored to local needs. The proposed fiscal year 1994 appropriations include \$150 million for "one-stop career centers"; such centers could be an important step toward a rational employment training strategy. It is critical that these centers work through existing programs rather than establish another program that competes with those that already exist. (KC)

**ED 359 428**

CE 064 137

**Exploring Career Decisions. Career Development CD 6158. Middle Grades Exploratory Vocational and Technical Education.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational and Technical Education Services.

Pub Date—[93]

Note—1,603p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF13/PC65 Plus Postage.**

Descriptors—Behavioral Objectives, \*Career Development, \*Career Exploration, Classroom



Techniques, Competence, \*Competency Based Education, Educational Resources, Equipment, Junior High Schools, \*Learning Activities, Middle Schools, \*Teaching Methods, Test Items, Units of Study

This curriculum guide helps teachers to lead students in grades 6-8 to investigate themselves and the world of work as a basis for career planning. It is planned for a semester course, but may be modified by local planners utilizing any or a combination of complete course units. Each of the four units of instruction contains the following: a competency and competency number, objectives and objective numbers, time needed, strategies, learning activities, handouts, suggestions for instruction, and tests with answer keys. The units cover the following topics: self-awareness, workplace awareness, career exploration, and educational planning. A list of 8 textbooks, 41 other print resources, 7 videotapes, 7 computer programs, 10 software packages, 6 suppliers, and an equipment maker, and a list of equipment needed are included in the guide. (KC)

ED 359 429 CE 064 145

Chisman, Forrest P.

**The Missing Link: Workplace Education in Small Business.**

Southport Inst. for Policy Analysis, Inc., CT.

Pub Date—92

Note—128p.

Available from—Southport Institute for Policy Analysis, 820 First Street, NE, Suite 460, Washington, DC 20002.

Pub Type—Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors—\*Adult Basic Education, \*Basic Skills, Community Colleges, Corporate Education, Educational Needs, Educational Policy, Federal Government, Government Role, \*Inplant Programs, Policy Formation, \*Program Effectiveness, Program Implementation, Public Policy, \*School Business Relationship, \*Small Businesses, Two Year Colleges

Identifiers—\*Workplace Literacy

An 18-month, 3-phase study examined formal employer-sponsored basic skills instruction in small- and medium-sized firms. Data were gathered through the following methods: in-depth case studies of 72 small and medium firms in 5 states, a series of linked national surveys of 11,000 randomly selected firms, follow-up telephone surveys of 4,317 of those firms, a telephone survey of a random sample of 775 small firms, and a survey of 1,535 members of the American Association of Community and Junior Colleges. The data collected were synthesized into an overview of the evolution of basic skills training programs for employees of small and medium businesses and current trends in their implementation. The perspective of providers of basic skills instruction (community and two-year colleges in particular) were identified along with barriers to the development of expanded and improved services by training providers. The study findings were also analyzed from the standpoint of their implications for public policy and private action. Overall, the study confirmed that workplace education offers a simple economical solution to the problem of training workers with low basic skills and that neither present policies nor new ideas offer an approach better than workplace education. (MN)

ED 359 430 CE 064 167

Johnson, Richard S.

**TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series.**

Report No.—ISBN-0-87389-234-8

Pub Date—93

Note—265p.

Available from—ASQC Quality Press, 611 East Wisconsin Avenue, Milwaukee, WI 53202.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Adult Education, \*Labor Force Development, \*On the Job Training, Organizational Development, Personnel Management, Productivity, \*Program Development, Quality of Working Life, \*Staff Development, \*Training Methods, Training Objectives

Identifiers—\*Total Quality Management

The purpose of this book was to assist trainers in developing the skills that must be involved in a total quality management (TQM) training program. The book is organized into 17 chapters that cover the following topics: understanding the need, organizational requirements, training and the bottom line, training and organizational change, the in-house

training program, developing a training program, needs assessment, analyzing data, the training decision, preparing solutions, constructing training materials, training in action, on-the-job training, learner-centered learning, preventing training problems, additional training concepts, and customer connections. Each chapter stands alone in addressing a particular aspect of training, but at the same time each chapter builds on the information provided in the preceding chapter, progressing to the last chapter, which ties training requirements to customer needs. Checklists, charts, comparisons, questionnaires, and survey samples from many sources provide information to support all training efforts. Most chapters contain a bibliography; a composite bibliography at the end of the book lists 2 resource organizations, 47 books, an article, and a training program. (KC)

ED 359 431 CE 064 173

Hyman, Jeff

**Training at Work: A Critical Analysis of Policy and Practice.**

Report No.—ISBN-0-415-05343-9

Pub Date—92

Note—191p.

Available from—Routledge, Chapman, and Hall, Inc., 29 West 35th Street, New York, NY 10001.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Adult Education, Comparative Analysis, Educational Opportunities, \*Educational Practices, \*Education Work Relationship, Foreign Countries, \*Government Role, \*Industrial Training, \*Personnel Policy, Postsecondary Education, \*Public Policy, Tables (Data)

Identifiers—\*Great Britain

Employer approaches to work-based training were identified in a survey of 106 private sector companies based in Scotland in 1989. The survey data were analyzed in relation to the following: Britain's economic weakness, the industrial relations and educational reforms developed by the state as a response to the weak economy, existing labor force policy, training policies and practices in other countries, training provision in Britain overall, training and the personnel function, and training in practice. The study uncovered little evidence of "revolutionary" change in the employer-provided training practices and policies since the 1980s, during which most employment and training practices and policies in Britain were market driven. Per-employee training expenditures still remained relatively low, respectively, and there were few signs that government-sponsored programs for young trainees and long-term unemployed adults were being included as part of any strategic human resource planning system. The study findings were used to demonstrate the shortcomings of a market-based approach to solving Britain's deep-seated economic weaknesses. An alternative strategy calling for government coordination of a more substantial training and vocational education framework was presented. (Contains 22 tables, 2 figures, and 201 references.) (MN)

ED 359 432 CE 064 174

Caruso, Richard E.

**Mentoring and the Business Environment: Asset or Liability?**

Report No.—ISBN-1-85521-317-6

Pub Date—92

Note—157p.

Available from—Dartmouth Publishing Co., Old Post Road, Brookfield, VT 05036.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Career Development, Case Studies, \*Influences, \*Managerial Occupations, \*Mentors, Skilled Workers, Tables (Data), \*Technical Occupations

Identifiers—\*Motorola Inc

A study examined mentoring as a means of furthering the career development of managers, technicians, and highly skilled workers employed by Motorola Incorporated, which has had a formal mentoring program in operation since 1980. Senior managers and new employees who were paired in Motorola's mentoring program were surveyed to determine their perceptions regarding the need for mentoring help, the effort expended in gaining mentoring help, the help received, and the effectiveness of help received. Formally assigned mentors were not the proteges' primary source of mentoring help. Proteges did not find the mentoring relationships as helpful as their mentors believed them to be, and

mentors did not feel that proteges put as much effort into finding help as the proteges stated. Exclusive one-to-one mentoring relationships proved to be quite rare and, in most cases, could not be successfully mandated by the company. The proteges recognized a need for mentoring help, made efforts to obtain help, and managed to obtain most of the help they needed from sources within the Motorola organization. A mentoring system designed as a protege-driven open system in which proteges seek and receive needed mentoring help from a number of sources was recommended. (Contains 26 tables, 2 figures, and 133 references.) (MN)

ED 359 433 CE 064 194

McAuliffe, Anne, Ed.

**Gender Equity in Vocational Education. WEEA Digest.**

Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—Aug 92

Note—9p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Building Trades, \*Educational Improvement, Educational Philosophy, Employed Women, Females, Males, \*Nontraditional Occupations, Nontraditional Students, Postsecondary Education, Secondary Education, \*Sex Bias, Sex Discrimination, \*Sex Fairness, Student Attitudes, \*Vocational Education, \*Women's Education

This digest contains three articles on gender equity in vocational education, especially in relation to the provisions of the Vocational Education Act of 1976 and the Carl Perkins Act of 1984. "Gender Equity in Vocational Education" (Debra J. Robbin) describes interviews with students at a New England vocational school, in which they reported a generally equitable school environment, but some striking gender differences appeared in opinions about the roles of females and males in the workplace; "Vocational Education in the School Reform Movement" (Sundra Flansburg) highlights some of the equity issues raised in school reform discussions and their implications for vocational education; and "Shaping a New Decade: Women in Construction" (Susan Eisenberg) provides a perspective on the status of women in the building trades. An annotated list describes 11 publications on gender equity available from the Women's Educational Equity Act Publishing Center. (KC)

ED 359 434 CE 064 197

McAuliffe, Anne, Ed.

**Mentoring in Educational Settings: Unresolved Issues and Unanswered Questions. WEEA Digest.**

Education Development Center, Inc., Newton, Mass. Women's Educational Equity Act Dissemination Center.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—May 93

Note—9p.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Career Choice, \*Career Development, Educational Policy, Educational Resources, Employed Women, \*Mentors, Models, Postsecondary Education, \*Professional Development, Program Descriptions, Program Effectiveness, \*Program Implementation, Secondary Education, \*Women's Education

This digest contains the following two articles on mentoring: "Mentoring in Educational Settings: Unresolved Issues and Unanswered Questions" (Olga M. Welch) and "Learning from the Field: Mentoring Projects in Field-based Settings" (Heidi Lynch). The first article describes mentoring in general and mentoring in the schools, examines some studies about the effectiveness of mentoring, notes some unresolved issues, and the feasibility of cross-gender mentoring. The second article describes five mentoring projects in support of academic achievement and career education and development, providing contact names and addresses for each. The digest also includes an annotated list of nine resources published by the Women's Educational Equity Act Publishing Center. (KC)

**ED 359 435** CE 064 208  
**20 Facts on Women Workers. Facts on Working Women No. 93-2.**

Women's Bureau (DOL), Washington, D.C.  
 Pub Date—Jun 93  
 Note—5p; For an earlier version, see ED 331 991.  
 Pub Type—Numerical/Quantitative Data (110)  
**EDRS Price - MF01/PC01 Plus Postage.**  
 Descriptors—Adults, Blacks, Educational Attainment, \*Employed Women, \*Employment Level, \*Females, Hispanic Americans, \*Income, Labor Force Nonparticipants, Unemployment, Wages, Whites

This bulletin summarizes some current information on working women into 20 short statements. Some of the highlights are the following: (1) about 58 percent of all women aged 16 and older (58 million) were labor force participants in 1992; (2) labor force participation for women was highest among those in the 35-44 age group—77 percent, with 73 percent of women aged 45-54 and 47 percent of women aged 55-64 working; (3) only about half of teenage females aged 16-19 were employed; (4) the unemployment rate for all women in the labor force was 6.9 percent in 1992; (5) 40 million women worked full time, and 14 million worked part time—about two-thirds of part-time workers were women; (6) women have made substantial progress in obtaining jobs in all managerial and professional occupations, but women are still overrepresented in low-paying jobs; (7) fewer women than men were self-employed; (8) more women were in the military—an increase from 44,498 in 1972 to more than 211,000 in 1992; (9) median earnings for female high school graduates working year round, full time were less than those of fully employed male high school dropouts; (10) 59 percent of wives in married-couple families participated in the labor force; and (11) 67 percent of women with children under age 18 were labor force participants. (KC)

**ED 359 436** CE 064 246

**Confessore, Gary J., Ed. Confessore, Sharon J., Ed. Guideposts to Self-Directed Learning. Expert Commentary on Essential Concepts.**  
 Report No.—ISBN-0-925652-14-8  
 Pub Date—92  
 Note—174p.

Available from—Organizational Design and Development, Inc., 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406 (\$17.90).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Adult Education, \*Adult Learning, Educational Practices, Educational Research, Educational Theories, \*Learning Motivation, Learning Processes, \*Lifelong Learning, Literature Reviews, \*Self Motivation

The 15 chapters in this book include commentaries on 12 seminal works on self-directed learning (SDL) by Houle, Knowles, Tough, Spear and Mocker, Brookfield, Caffarella and O'Donnell, and Long et al. These works were identified by a Delphi panel of 49 experts. Chapter titles and authors are as follows: "An Introduction to the Study of Self-Directed Learning" (Confessore); "SDL in the Workplace" (Confessore); "Selecting the Key Literature in SDL" (Confessore, Confessore); "Inquiring Mind: A Study of the Adult Who Continues To Learn" (Candy); "SDL: A Guide for Learners and Teachers" (Long); "Major Learning Efforts: Recent Research and Future Directions" (Bonham); "The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Learning, 2nd Edition" (Kasworm); "Learning without a Teacher: A Study of Tasks and Assistance during Adult Self-Teaching Projects" (O'Donnell); "The Organizing Circumstance: Environmental Determinants in SDL" (West); "SDL: From Theory to Practice" (Hiemstra); "Understanding and Facilitating Adult Learning" (Guglielmino); "Self-Directed Adult Learning: A Critical Paradigm Revisited" (Spear); "SDL: Application and Theory" (Knowles); "SDL: Emerging Theory and Practice" (Tremblay); and "Advances in Research and Practice in SDL" (Danis). (SK)

## CG

**ED 359 437** CG 024 873

**Tiltonson, Jerry**  
**"In Their Own Words" Comments, Observations, and Reflections on Working with a School Psychologist.**

RIE DEC 1993

chologist.

Pub Date—6 May 93

Note—40p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Counselor Attitudes, Elementary School Students, Elementary Secondary Education, \*Helping Relationship, Parent Child Relationship, School Counselors, School Personnel, \*School Psychologists, Secondary School Students, Teacher Attitudes, Teacher Student Relationship

This report contains information obtained from approximately 7 hours of interviews conducted with 11 people who had worked with the school psychologist hired by the Lamoille South Supervisory Union Board of Directors (comprising school board members from the towns of Elmore, Morristown, and Stowe, Vermont) to address student problems. Student problems related to problems of family and peer relationships are considered, and the changing nature of parent-child relationships as more and more families include two employed parents is discussed. Changing family structures resulting from divorce and/or remarriage are examined. It is noted that the changes in family life have forced schools to take on a more parental role that they had in the past. The increasing demand for school psychological services in these Vermont towns is reviewed. The effect on the need for school psychological services of the enactment of Vermont State Act 230, which calls for changes in the way students with special learning problems are educated, is discussed. The majority of the report presents direct quotes from school personnel on the contributions made to their schools by the school psychologist. (NB)

**ED 359 438** CG 024 901

**Morgan, Harry**  
**A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information.**

Pub Date—18 Feb 93

Note—23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 18, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Acquired Immune Deficiency Syndrome, Elementary School Students, \*Grade 5, Information Seeking, Information Sources, Intermediate Grades, Knowledge Level, Parent Education, Preadolescents, \*Racial Differences, \*Self Esteem, \*Sex Differences, Sex Education, \*Sexuality, \*Student Attitudes

This study examined selected characteristics and behaviors among fifth grade pupils who ranged in age from 11 to 12 years. The sample (N=975) constituted the entire fifth grade population of a moderate-sized city 45 miles from Atlanta, Georgia. The sample consisted of 160 black students and 815 white students, with 511 boys and 464 girls. A 12-item self-report questionnaire was completed by the students. The results revealed that black students more than whites (24% versus 12%) and boys more than girls (23% versus 3%) reported being sexually active. The group as a whole demonstrated a remarkable degree of knowledge about Acquired Immune Deficiency Syndrome, with 95% of all groups reporting some knowledge about this subject. The findings suggest that the best starting point for sex education is among 10- to 13-year-olds. Both white (71%) and black (68%) students reported that their parents or some other adult in their home had already discussed sexuality with them. They also reported that their parents assisted them in understanding issues that are important to them and that they were more likely to seek information of an important nature from their parents than from the school counselor or their teacher. Implications drawn from this finding strongly suggest the need for parent education on essential topics to enable parents to respond with accurate information to the complex issues of their children. (Author/NB)

**ED 359 439** CG 024 902

**What's Next?: A Guide to Planning Life after High School.**

Bridgeport Public Education Fund, CT.

Pub Date—90

Note—102p.; Prepared by "MAACS" (Motivation for Academic Achievement and College Study) a project of the Bridgeport Public Education Fund.  
 Pub Type—Guides - General (050)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Career Choice, \*Career Planning, Descriptors—Career Choice, \*Career Planning, \*College Admission, \*College Bound Students, Financial Aid Applicants, Higher Education, High School Graduates, High Schools, \*High School Students, \*Planning, Postsecondary Education, \*Student Financial Aid

This guide was written to help high school students to plan for their lives after high school, regardless of whether their interests are directed toward the work place, vocational education, or institutions of higher education. The goal of the guide is to enable students to create and organize a plan tailored to their own needs and objectives. Following a brief introductory section, the guide is divided into three major sections. The first of these focuses on career planning and includes many short surveys on a variety of topics that, when completed, can provide students with an honest assessment of their strengths and weaknesses. A section on "Career Bubbles" gives students some ideas concerning what college majors or subject area interests can lead to in the area of careers. Tips are given for presenting oneself at a job or college interview and for preparing a resume. The next major section of the guide focuses on college admission. It provides information and timeliness to help college-bound students formulate their plans. The final section on financial aid discusses the financial aid form and describes programs for grants and loans. A financial aid checklist is provided and information is given on scholarships available to students in the Bridgeport, Connecticut area where the guide was developed. Other relevant materials are included in a "final words" section. (NB)

**ED 359 440** CG 024 903

**Boldosier, Susan M. And Others**  
**The Comprehensive Guidance Program.**

Pub Date—93

Note—202p.; This program was designed as part of a project in Counseling 502/505 Spring 1993, Shippensburg University, Pennsylvania.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Crisis Intervention, Elementary Secondary Education, Group Counseling, Individual Counseling, \*Program Development, \*School Counselors, \*School Guidance, Suicide Identifiers—\*Missouri Comprehensive Guidance Program Model

This document presents a comprehensive guidance program based on the Missouri Comprehensive Guidance Program and designed for use in a school district that services kindergarten through 12th grade. It is divided into two major sections, structural and programmatic. The structural section of the document explains the philosophy, assumptions, facilities, advisory council, resources, and budget of the program. The programmatic section is subdivided into sections for elementary, middle school, and high school levels. For each of these levels, information is provided on the guidance curriculum itself, individual planning, responsive services, system support, job descriptions, and appendices. The guidance curriculum subsection focuses on activities for grades K-5 (elementary level), 6-8 (middle school level), and 9-12 (high school level). The individual planning sections describe advisement, assessment, and placement and follow-up for each level. Responsive services concentrates on individual counseling, small group counseling, consultation, and referral at each level. At the middle school level, the counseling services center on issues of suicide and tragic events. At the high school level, a section on crisis counseling is added, along with a section on information. The system support sections focus on management activities, consultation, community outreach, and public relations. The job description sections provide a job outline and evaluations. Each school level section concludes with appended materials appropriate for that section. (NB)

**ED 359 441** CG 024 904

**Scherer, Martha E. Kimmel, Ellen**  
**Modifying Teachers' Attributions: An Education-Consultation Approach.**

Pub Date—26 Mar 93

Note—26p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Attitude

Change, \*Attribution Theory, \*Change Strategies, \*Consultation Programs, Elementary School Teachers, Elementary Secondary Education, Lecture Method, Locus of Control, Modeling (Psychology), Role Playing, Secondary School Teachers, Student Motivation, \*Teacher Attitudes, Teacher Role, Workshops

While most of the existing literature on attribution retraining focuses on children's attributions for academic or achievement related tasks, teachers' attribution styles also are an important target for modification. This study was conducted to investigate the effectiveness of a 1-day training workshop designed to significantly alter teachers' attribution styles toward greater optimistic patterns. Fifty-two teachers participated in the 1-day attribution retraining workshops. Retraining methods were lecture, modeling, and role play. Attribution styles were assessed with pretest and posttest administrations of the Attribution Style Questionnaire (ASQ) and the Teacher Attributions for Academic Performance Scale (TAAPS). Following workshop participation, ASQ composite negative scores were significantly decreased and positive scores were significantly increased ( $p.005$  and  $p.01$ , respectively). These changes reflected increased levels of optimism on the part of workshop participants. No meaningful changes in scores were observed on the TAAPS. Weak, but statistically significant correlations ( $p.05$ ) were found for posttest composite ASQ scores with TAAPS composite internal scores. The changes in ASQ scores were in the hypothesized direction and reflected enhancement of attribution styles thought to facilitate student motivation and achievement. (Author/NB)

ED 359 442 CG 024 905

Cassidy, Margaret L. Warren, Bruce O.  
Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families.

Pub Date—Nov 92

Note—30p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*College Graduates, \*Dual Career Family, \*Employed Parents, Family Life, \*Sex Differences, \*Sex Role, Spouses

Identifiers—\*Single Earner Family

The relationship between family employment status and attitudes toward gender roles in the family was examined for 295 married college graduates. The hypothesis that individuals in dual earner families will be more supportive of nontraditional family gender roles compared to those in single earner families was tested. Attitudinal differences between women and men also were examined, as well as the effects of selected demographic factors (age, individual earnings, educational attainment) and family background variables (mother's employment status, if one's spouse attended college, parenthood status) on gender role attitudes. Attitudes toward gender roles in the family were assessed using a nine-item scale. Multiple regression analyses were used to analyze the data. The results indicated that individuals in dual earner families, women, and people with employed mothers expressed greater support for nontraditional gender roles, while parents were less supportive of nontraditional roles. It appears that, even among a sample of college-educated individuals, variation in gender role attitudes exists, with attitudes most strongly influenced by family employment status. The gender attitudes of both women and men appear to be consistent with the personal choices they make about work and family arrangements. Furthermore, these attitudes seem to be reflective of ideological stances that enhance and protect one's dual or single earner arrangement. The findings suggest an important link between work experiences, lifestyle choices, and gender role attitudes for women and men. (NB)

ED 359 443 CG 024 906

Johnson, Albert C.  
"How To Do What's Best for YOU" - A Workshop for Adolescents.

Pub Date—Mar 92

Note—7p.; Paper presented at the Annual Meeting of "The Troubled Adolescent: The Nation's Concern and Its Response" Conference (2nd, San Antonio, TX, March 17-20, 1992).

Pub Type—Reports—Research (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adolescent Development, \*Adolescents, \*Assertiveness, Individual Power, Personal Autonomy, \*Self Esteem, Values, \*Values Clarification, Workshops

This paper presents a guide for persons interested in conducting a workshop designed to introduce a process or strategy to help adolescents self-generate strokes to foster positive self-esteem. The steps in the process include: (1) introduction to the notion that each person has the power to take control of and direct his or her own life; (2) an understanding of the importance of self-awareness; (3) acknowledgment of one or more personal strengths; (4) recognition of the difference between bragging and self-praise; (5) a values clarification exercise; and (6) realization of the relationship between behavior based on one's values and one's subsequent level of self-esteem. The workshop is presented in an informal style and requires that the workshop leader rephrase passages into his or her own words. Scripts are included throughout the paper (designated by two asterisks and quotation marks) for participants to read which present scenarios illustrating the ideas being taught in the workshop. (Author/NB)

ED 359 444 CG 024 907

Russell, C. Denise Ellis, Jan B.  
Religiosity, Gender, Sex Anxiety, and AIDS Attitudes as They Affect Attitudes Towards Homosexuals.

Pub Date—Mar 93

Note—16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, \*Anxiety, Higher Education, Homophobia, \*Homosexuality, Negative Attitudes, \*Religious Differences, Sex Differences, \*Sexuality, Student Attitudes, Undergraduate Students

Homophobia is a term used to describe irrational fears about, prejudice, and discrimination against homosexuals. Past research has shown that religious people were more homophobic than nonreligious ones and that these same individuals were more likely to have a high level of sex anxiety. In recent research, it has been found that with the onset of Acquired Immune Deficiency Syndrome (AIDS) in the gay community, negative attitudes against homosexuals have increased. This study examined the relationship between homophobia, AIDS attitudes, sexual anxiety, religion, and gender. Undergraduate students ( $N=144$ ) completed a demographic questionnaire and the Attitudes Toward Lesbians and Gay Men Scale, the Religious Attitude Scale, the Sex Anxiety Inventory, and a modified version of DiClemente's AIDS knowledge and attitude scale. Findings revealed main effects for religiosity, sex anxiety, and AIDS attitudes. Subjects who described themselves as religious were more homophobic than nonreligious subjects; subjects who scored high on sexual anxiety were more homophobic than ones scoring low on sexual anxiety; and subjects with negative attitudes about AIDS were more homophobic than those with positive attitudes. The hypothesis that heterosexual men would be more homophobic than heterosexual women was not supported. (NB)

ED 359 445 CG 024 908

Ingram, Ellen Ellis, Jon B.  
Attitudes of Suicidal Ideators and Non-Ideators toward Suicide.

Pub Date—Mar 93

Note—23p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, \*Cancer, Chronic Illness, College Students, \*Depression (Psychology), Higher Education, \*Schizophrenia, Sex Differences, \*Student Attitudes, \*Suicide, Terminal Illness

Identifiers—\*Suicide Ideation  
This study was conducted to investigate attitudes that people hold about a hypothetical suicide victim in different situations. These situations depicted the victim in a scenario as either having cancer, Acquired Immune Deficiency Syndrome (AIDS), schizophrenia, or a depressive disorder. An analysis was made to discern whether there were differences

in the attitudes of suicidal ideators and non-ideators toward the suicide victims in each of the different scenarios. Subjects were 228 college students who completed a demographic questionnaire, a suicide questionnaire, one of four scenarios, and a perception rating scale. The suicide questionnaire distinguished ideators from non-ideators. Subjects perceived the victim in the schizophrenia scenario as the most mentally unhealthy. The victims in the cancer and AIDS scenarios were viewed as the most physically unhealthy and the most justified in committing suicide. Subjects believed they were more likely to have a friend who was depressed or who had cancer than one who had AIDS or schizophrenia. There were no significant gender differences in the number of men and women ideators, and in how they perceived the victims in the scenarios. Ideators scored higher on the perception rating questionnaire and saw people as more justified in committing suicide than did non-ideators. (Author/NB)

ED 359 446 CG 024 909

Wilkie, Jeff A. And Others  
Serving the Underachiever: School-Based Interventions.

Pub Date—Aug 92

Note—30p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, \*Classroom Techniques, \*Counseling Techniques, \*Elementary School Students, \*Grade 5, Intermediate Grades, School Psychologists, \*Underachievement

Underachievement in the classroom is a problem which confronts educators and national initiatives such as America 2000. Little field research exists to evaluate the effectiveness of classroom interventions on improving academic performance of the underachiever. A field study was designed and implemented by school psychologists which focused on intervening with the underachieving student in the elementary school classroom. The subjects for the study consisted of the fifth grade population ( $N=119$ ) of one elementary school. Targeted underachievers were identified by six classroom teachers. School psychologists used a consultation model to train teachers in group (group contingencies, study skills, verbal reprimands, public posting) and individual (self-recording, behavior contracts, home-school notes) interventions for improving students' academic performance. The use of selected interventions was monitored by the school psychologists on a weekly basis. Evaluation of student progress was measured by process, single case, and group analyses. Two rating scales were developed for identification of the underachiever (one for parents and teachers, one student self-report form). At the conclusion of the study, positive changes were demonstrated in the underachieving students. Substantial increases were noted in the percent of science assignments turned in during baseline phase to the intervention phase. Single case and group data analyses indicated significant increases in academic achievement on adults' ratings of student achievement. Other data suggest general trends of improved performance for all targeted underachieving students. (NB)

ED 359 447 CG 024 910

Schools as Community Social-Service Centers:  
West Virginia Programs and Possibilities.

Appalachia Educational Lab., Charleston, W. Va.; West Virginia Education Association, Charleston.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 93

Contract—RP91002002

Note—57p.

Available from—AEL, Distribution Center, P.O. Box 1348, Charleston, WV 25325 (\$6).

Pub Type—Reports—Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Agency Cooperation, Child Abuse, \*Childhood Needs, Dropout Prevention, Early Parenthood, \*Elementary School Students, Elementary Secondary Education, Pregnancy, \*School Role, \*Secondary School Students, Self Esteem, \*Social Services, Substance Abuse, Youth Problems

Identifiers—\*West Virginia

Since schools are community institutions that have the most extensive and sustained contact with



children, they have potential to serve as community centers for providing comprehensive and integrated social services. Schools are initiating programs that deal with children's needs beyond the academic realm, schools are calling on agencies and organizations to assist in providing services, and interagency collaboration is bringing together educators and service providers to develop programs that address social problems. This report resulted from the efforts of a study group of two teachers, a principal, an assistant principal, and a school/community relations director who explored school/community social-service partnerships in West Virginia. Forty school/community social-service programs in West Virginia are profiled. In addition to program descriptions, this document offers recommendations for planning and funding school/community social-service programs. A list of national organizations and West Virginia resources provides further information on available children's services, technical assistance for school-linked services, and research on children's issues. Programs described in the document deal with a variety of issues, including academically at-risk students, after school needs, child abuse and neglect, counseling needs, dropout prevention, family support, health and basic needs, life skills, parenting skills, parent and adult education, preschool needs, self-esteem, substance abuse prevention and recovery, and teenage pregnancy and parenting. (NB)

**ED 359 448** CG 024 911

**Kauth, Michelle Bach, Kim**  
**The Effects of Personal Characteristics on Mentoring Activities.**

Pub Date—Mar 93

Note—7p; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Career Development, \*College Faculty, Higher Education, \*Individual Characteristics, \*Mentors, \*Personality Traits, \*Sex Differences

This exploratory study attempted to assess the effects of the personal characteristics of career stage, job involvement, having been previously mentored, and sex on whether or not individuals act as mentors themselves and the type of mentoring support (career or psychosocial) provided to mentees. Data were collected from 140 university faculty members through the use of a questionnaire. The results of the analyses revealed a significant difference in mentoring by career stage: only 24% of respondents in the early career stage were mentors, whereas 68% of those in the mid-career stage and 52% of those in the late career stage were mentors. It was found that mentors in the early career stage provided more psychosocial support than career support, whereas mentors in the mid-career stage provided both career and psychosocial mentoring. The difference between mentoring activities by high job involved individuals and low job involved individuals was not significant. It appeared that the type of support (career or psychosocial) mentors would offer to their mentees was related to the type of support they received from their own mentors. There was no significant difference in frequency of becoming mentors by gender. These findings suggest that mentoring activities of faculty members vary by career stage but not by gender, level of job involvement, or by the presence or absence of a past mentor. Results also showed that more psychosocial support is provided to mentees than career support. (NB)

**ED 359 449** CG 024 912

**Pilat, Mary**  
**4-H Youth Programs - Enhancing the Quality of Life.**

Pub Date—Mar 92

Note—13p; Paper presented at the Annual Meeting of "The Troubled Adolescent: The Nation's Concern and its Response" Conference (2nd, San Antonio, TX, March 17-20, 1992).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, Client Characteristics (Human Services), \*Economically Disadvantaged, \*Group Homes, \*Migrant Youth, \*Quality of Life, \*Urban Youth, Youth Clubs, \*Youth Programs

Identifiers—\*4 H Programs, Indiana

Indiana 4-H Youth Programs are being used to enhance the quality of life for troubled adolescents in residential group homes and economically disadvantaged urban areas and to provide summer-school programs for children of migrant farm workers. Four basic types of program delivery modes exist in Indiana: clubs, junior leader program activities, educational trips and summer programs, and school enrichment educational units. All of these program modes work because they correspond to the developmental needs of the youth participants. However, this program has been perceived as strictly rural and related to agriculture. Even for troubled rural youth dealing with abuse, domestic violence, etc., 4-H offers a safety net for caring adults to interact with youth. (NB)

**ED 359 450** CG 024 913

**Freedman, Susan A.**  
**Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs.**

Pub Date—Mar 93

Note—26p; Paper presented at the Annual Meeting of the Association of Women in Psychology (18th, Atlanta, GA, March 1993).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Admission (School), \*Clinical Psychology, \*College Applicants, College Graduates, \*Doctoral Programs, Graduate Study, Higher Education, Interviews

This document presents tips for individuals applying to doctoral programs in clinical psychology. Suggestions are made for what applicants can do before they apply to improve their "applicant quality." Applicants should increase their Graduate Record Examination scores, go back to school if necessary to improve their grade point averages, obtain good letters of reference, obtain research experience, show how the applicant would fit in to the school, obtain clinical experience, be informed about the school, have publications or conference presentations, and treat rejections as inside information (by finding out what prompted the rejections) to help one's chances next time. A number of things that can go wrong through no fault of the applicant are considered and ways to avoid these problems are discussed. Problems with getting professors to write good reference letters, obtaining transcripts from schools, getting accurate test scores sent on time, making sure the application was received and sent to the right department, and avoiding problems with the postal service are included. A timetable is included to help applicants start early and complete necessary steps on time. The importance of packaging is discussed and a number of suggestions are offered for successful interviews. Sample vitae and sample personal and objectives statements are appended. (NB)

**ED 359 451** CG 024 914

**Freedman, Susan A.**  
**Sextyping and Gender Schematicity: A Tenuous Relationship.**

Pub Date—Aug 92

Note—13p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—College Students, Expectation, Females, Higher Education, Sex Differences, \*Sex Role, \*Sexual Identity, Social Attitudes

Gender schematicity may be distinct from the quality of being sextyped or of endorsing societal values. Gender schematicity refers to the contents of a map or blueprint of what societal expectations regarding sex roles include. Bem explains that individuals who are gender schematic will spontaneously evaluate information using gender as a category. This study was conducted to examine the relationship between the gender schema and individual sextypes, measuring the relationship with a differential response latency measure of gender schematicity. Eighty female college students completed the Sex Role Behavior Inventory Short Form. Subjects who scored masculine or at the higher levels of androgynous, feminine, or undifferentiated were selected to participate in a reaction time experiment using the computer. Response time latency was used to measure the gender schema. The results of analyses revealed no expected rela-

tionship between sextyping and gender schematicity, suggesting that gender schematicity and sextyping are separate and distinct characteristics. Highly sextyped women did not appear to be highly gender schematic, nor did those reporting less sextyping appear to be less gender schematic. (Author/NB)

**ED 359 452** CG 024 915

**Freedman, Susan A.**  
**Sex, Gender and Locus of Control in College Students.**

Pub Date—Aug 92

Note—32p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*College Freshmen, Higher Education, \*Locus of Control, \*Sex Differences, \*Sex Role

Locus of control has most frequently been measured using Internal versus External measures. Some researchers have suggested that the External category should be broken down into two subcategories of powerful others and chance. In much previous research, Internality has been found to be related to positive adjustment. This may have implications for women and minorities, both of whom are more frequently found to attribute control to external factors. While several researchers have examined sex differences, few have used gender role measures in this research. This study was undertaken to examine the relationship between locus of control and gender role. Subjects (N=102) were college students who completed the Bem Sex Role Inventory and the Powerful Others, Chance, and Internal attribution scale. Eighty-four of the subjects were classified as having an internal locus of control, none as having powerful others, four as having chance. Twenty-five subjects were not classifiable by their scores. A nonsignificant trend for the interaction of sex by locus of control was found. Findings further indicated that Internal locus of control may be over-represented in some college populations. (Contains 60 references.) (Author/NB)

**ED 359 453** CG 024 917

**Corney, Margaret M. Kivlahan, Daniel R.**  
**Motivational Profiles of Veterans Seeking Substance Abuse Treatment: Profiles Based on Stages of Change.**

Pub Date—Nov 92

Note—16p; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (26th, Boston, MA, November 19-22, 1992).

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Change, Drug Addiction, \*Drug Rehabilitation, Models, \*Motivation, \*Profiles, \*Substance Abuse, \*Veterans

This study replicated an earlier study which identified five subtypes of outpatient alcoholics (Uninvolved, Participation, Ambivalent, Precontemplation, Contemplation) according to the stages of change model, extending the effort to 404 polydrug users at a Veterans Administration hospital. Subjects were administered a demographic questionnaire; the Alcohol Use Disorders Identification Test (AUDIT); modified drug, psychiatric and legal sections of the Addiction Severity Index (ASI); the Short Michigan Alcoholism Screening Test (SMAST); the Drug Abuse Screening Test (DAST); and the University of Rhode Island Change Assessment Scale (URICA). Scores on the URICA were subjected to a cluster analysis, yielding four of the five profiles identified in the earlier alcoholism study. Since four out of the five profiles were nearly identically replicated in a more diverse substance abuse population, there do appear to be reliable differences in motivation as measured by the URICA in individuals applying for a variety of addiction treatment services. Continued replication of the profiles in different settings may clarify the parameters of the Uninvolved cluster not replicated in the current study. Members of the Precontemplation cluster scored significantly lower on the SMAST, DAST, and AUDIT; were significantly more likely to have had legal pressure to enter treatment; and were more likely to be referred to outpatient or community services than to inpatient treatment. The results are interpreted as suggesting that differences between the four clusters are most meaningful



between the Precontemplation and successive stages of change. (Author/NB)

**ED 359 454** CG 204 918

Alonso, Angelo A. Reynolds, Nancy R.  
**Stigma, HIV and AIDS: An Exploration and Elaboration of the Illness Trajectory Surrounding HIV Infection and AIDS.**

Pub Date—Aug 92

Note—42p; Paper presented at the Annual Meetings of the Society for the Study of Social Problems (42nd, Pittsburgh, PA, August 18-20, 1992).  
Pub Type—Reports - Evaluative (142)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, At Risk Persons, \*Caregivers, \*Chronic Illness, Death  
Identifiers—\*Stigma

In this paper, human immunodeficiency virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) are analyzed in terms of stigma and illness trajectory. The primary purpose is to conceptualize how individuals with HIV/AIDS experience stigma and to demonstrate how these experiences are affected by the social and biophysical dimensions of the HIV/AIDS disease course. This paper is informed by existing conceptualizations and ongoing research into the experience of HIV/AIDS caregivers. Three stages are used to analytically describe the HIV/AIDS illness trajectory: the At Risk stage, the Latent stage, and the Manifest stage. The Latent stage is subdivided into the Latent Acute and Latent Asymptomatic phases while the Manifest stage is subdivided into the Early Manifest and the Full Blown AIDS phases. It is noted that the nature of stigma and its management change as the individual progresses from one stage in the trajectory to the next. It is proposed that, in going from being at risk for HIV infection to full blown AIDS, the individual and the caregiver must address several problems: (1) the experience and impact of stigma; (2) information control and management; (3) identity changes; and (4) physical decline and impending death associated with HIV/AIDS. How the individual and caregivers address these and other problems of HIV/AIDS stigma are analyzed and discussed. (Contains 75 references.) (Author/NB)

**ED 359 455** CG 204 919

Biever, Joan L. And Others  
**Stories and Solutions in Psychotherapy with Adolescents.**

Pub Date—Mar 92

Note—13p; Paper presented at the Annual National Conference on "The Troubled Adolescent: The Nation's Concern and Its Response" (San Antonio, TX, March 17-20, 1992).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, \*Counseling Techniques, \*Personal Narratives, \*Psychotherapy, \*Story Telling

Adolescents may be ambivalent about consulting with adults, especially when it seems likely that the adult will take a rigid stance on issues. The focus of this paper is the development of counseling styles that expand the adolescent's world to include understandings and options not previously available. It may be useful to approach counseling with adolescents as a collaborative venture in which new stories or narratives are developed. Narrative approaches to counseling help clients sort through their experiences and develop their own definitions of the meaning of experiences in their lives. This process provides validation to clients and a sense of being in control of their own lives. The primary task for counselors is to become skilled at facilitating therapeutic conversations. To help counselors accomplish this task, several guidelines have been developed. Counselors should strive to: (1) maintain the "not knowing stance"; (2) to be open to and help generate alternatives; (3) think in terms of both/and rather than either/or; (4) assume the adolescent has strengths and resources; (5) be aware of their own values and beliefs; (6) work with the person, not the label; (7) include others in the counseling; and (8) work toward understandings. By taking a narrative approach, counselors may enter into the world of their adolescent clients and facilitate the generation of alternative meanings and understandings within the framework of this world. The narrative approach tends to elicit cooperation and investment from the adolescent and circumvent the power struggles which may occur when working with adolescents. (NB)

**ED 359 456**

Duryc, Philip J. Elias

**Tracking Survivors through the High School Years: The Theory of Survival Analysis.**

Pub Date—Nov 92

Note—22p; Paper presented at the Annual Meeting of the Society for the Scientific Study of Sex (35th, San Diego, CA, November 12-15, 1992).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, American Indians, \*Early Parenthood, Minority Groups, \*Pregnancy, \*Pregnant Students, Secondary Education, Secondary School Students, \*Unwed Mothers

New Mexico's teenage pregnancy rate ranks third in the nation. Among New Mexico's teenage women, birth rates are 31% higher than the national rate for the 15 to 17 age group and 30% higher for the 18 to 19 age group. The New Mexico Survivorship Study, a longitudinal investigation being conducted in an effort to reduce these figures, uses the technique of survivorship methodology from epidemiology. In biomedical investigations that use survival analysis, patients with a lethal disease are followed over time until they die. Factors associated with greater survival times are then used to design more effective treatments. In the New Mexico Survivorship Study, this technique is being adapted to study teenage pregnancy. Beginning in the fall of 1993, teenage women (N=1,894) will be tracked over a risk period (7th through 12th grade) for a designated outcome (pregnancy) and those variables related to survival time will be examined statistically. School nurses at study sites will interview students who became pregnant (nonsurvivors). Matched control students who do not become pregnant (survivors) also will be interviewed. As a preliminary step, records from the past 5 years were accessed to establish some approximation of baseline incidence. The New Mexico Survivorship Study hopes that, by drawing information on etiology directly from young women who become pregnant, prevention mechanisms can be designed that will reduce the state's ranking in teenage pregnancies. (Contains 23 references.) (NB)

CG 204 920

**ED 359 457** CG 204 921

Hardesty, Constance And Others  
**Paternal Involvement and the Development of Gender Expectations in Sons and Daughters.**

Pub Date—Nov 92

Note—26p; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adolescent Development, Adolescents, Child Development, Children, Daughters, \*Expectation, \*Fathers, Longitudinal Studies, \*Parent Child Relationship, \*Parent Role, \*Sex Differences, \*Sex Role, Sons, Young Adults

Data from the National Survey of Children (Waves 1 and 3), a longitudinal survey of 2,000 children who were between the ages of 7 and 11 during the first wave in 1976 and between the ages of 16 and 20 during the third wave in 1987, were analyzed to examine the impact of paternal involvement during childhood as well as the ongoing father-child relationship on sons' and daughters' gender role orientations and attitudes in young adulthood. The results indicated that, compared to females, males placed more importance on success at work and less importance on being a parent. Females, compared to males, were less likely to believe in traditional roles and more likely to believe that couples should share housework. While there were significant gender differences in role orientations and attitudes, there were no significant differences by father presence. Whether or not a father was present at time 1 and whether or not that presence changed over time had no significant relationship to the development of gender role orientations and attitudes. This finding supports the contention that research on the development of gender may need to pay less attention to father presence and focus more on the effects of the nature of fathering. Data analyses indicated that the ongoing father-child relationship was more important than paternal involvement in childhood and that the effects were greater for sons than for daughters. (NB)

**ED 359 458**

Keith, Joanne And Others

**Building and Maintaining Community Coalitions**

CG 204 922

**on Behalf of Children, Youth and Families, Community Coalitions in Action. Research Report 529.**

Michigan State Univ., East Lansing. Agricultural Experiment Station.

Pub Date—Jan 93

Note—64p; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adolescents, \*Children, \*Community Action, \*Community Role, \*Family Life Identifiers—\*Michigan

This 11-section report focuses on examples of community-based collaborative efforts in Michigan which address the needs of children and youth in the late 1980s and early 1990s. Section One provides an introduction to the report. Section Two looks at the status of Michigan's children, youth, and families, and includes a summary of sociodemographic trends. Section Three provides a framework for understanding and action, describing community collaborations as applications of ecological theory. This section also introduces a research project initiated in 1991 designed to find out to what extent communities might be applying this ecological model to address the needs of children, youth, and families. Section Four describes the method of analysis used in the project; Section Five presents an overview of 45 collaborative efforts in Michigan identified through the project's preliminary survey; and Section Six gives an in-depth view of 13 of these collaborations. Section Seven focuses on some of the challenges for collaborations identified by the project. Section Eight considers common elements among collaborations, and Section Nine looks at unique elements of the collaborations. Section Ten discusses implications for community collaborations and Section Eleven focuses on the current status and future outlook for collaborative efforts. Twelve figures and seven tables supplement the text. Contains 46 references. (NB)

**ED 359 459**

CG 204 923

Bloom, Dan And Others

**LEAP: Interim Findings on a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.**

Manpower Demonstration Research Corp., New York, N.Y.

Spons Agency—BP America, Cleveland, OH.; Cleveland Foundation, Ohio.; Department of Health and Human Services, Washington, D.C.; Ford Foundation, New York, N.Y.; George Gund Foundation, Cleveland, Ohio.; Ohio State Dept. of Human Services, Columbus.

Pub Date—May 93

Note—269p; Also funded in part by the Treu-Mart Fund and the Procter & Gamble Fund.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—\*Academic Persistence, \*Adolescents, \*Early Parenthood, High Schools, High School Students, Motivation, Potential Dropouts, \*Pregnancy, Welfare Recipients, \*Welfare Services

Identifiers—\*Learning Earning and Parenting Program OH

This report presents an analysis of the effectiveness of Ohio's Learning, Earning, and Parenting (LEAP) Program in encouraging school attendance by pregnant and parenting teenagers on welfare. It describes LEAP as a statewide program that provides pregnant and parenting teenagers with financial incentives to go to school. The report's eight chapters are divided among three main parts: Introduction to LEAP and Its Evaluation; LEAP Program Operations; and LEAP Program Effects. Chapter 1 includes a brief description of the LEAP program model, a discussion of LEAP's policy significance and previous research in this area, and an explanation of the research design that underlies the evaluation of LEAP. Chapter 2 discusses the analysis plan and the study's data sources, and chapter 3 describes the sample. Chapter 4 provides an overview of program implementation between 1989 and 1992, and summarizes the lessons that can be drawn from this experience. Chapter 5 assesses the operation of LEAP and chapter 6 discusses the teenagers' perceptions of LEAP and its incentive structure, drawing on data from both surveys and focus group discussions. Chapter 7 considers the program's impact on school and adult education program enroll-

ment, relying primarily on survey data. Chapter 8 examines effects on school attendance and provides early findings on school progress and completion, using both survey and school records data. Four appendices are included which provide further information and examine technical issues related to the data used in the analysis. (Numerous figures and tables supplement the text. Contains 40 references.) (Author/NB)

**ED 359 460** CG 024 924

Lavoriano, Joseph Segal, Patricia B.  
**A Program Evaluation of Short Term Counseling with Primary Grade Children.**

Pub Date—93

Note—20p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Counseling Techniques, \*Elementary School Students, Grade 1, Grade 2, Primary Education, Program Evaluation, \*School Counseling, \*Self Esteem, \*Young Children

This study of a school-based counseling program for primary grade children marked the third and final component of a program evaluation for students in urban, Catholic, non-public schools in Philadelphia, Pennsylvania. The study was conducted to determine the efficacy of short-term school counseling on students (N=56) in the first and second grades in 17 schools. Students were identified by their teacher and/or their parent/guardian as having difficulty with academics and/or behaving inappropriately within the classroom. The findings revealed that the counseled students made significant gains in their self-perceptions of their cognitive and physical competence. In the areas of maternal and peer acceptance, the improvements were not statistically significant. The findings suggest that students referred for counseling at Chapter 1 schools, already at risk because of adverse socioeconomic factors, do not seem to derive as great a benefit from counseling as those students from non-Chapter 1 schools, as reflected by Chapter 1 students' lower perceptions of their cognitive competence after counseling. Since no control group was studied, it is difficult to definitely determine whether counseling was the reason for the students' improved self-perceptions. (NB)

**ED 359 461** CG 024 925

Marcus, Carol E., Ed. Swisher, John D., Ed.

**Working with Youth in High-Risk Environments: Experiences in Prevention. OSAP Prevention Monograph-12.**

Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.

Report No.—DHHS-(ADM)92-1815

Pub Date—92

Note—220p.

Available from—National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345 (Stock Number BK194).

Pub Type—Books (010)—Collected Works - General (020)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Adolescents, \*Alcohol Abuse, Alcohol Education, \*At Risk Persons, Children, \*Drug Abuse, Drug Education, Elementary Secondary Education, High Risk Students, \*Prevention, \*Youth Programs

This report focuses on prevention programs developed with support from the Office for Substance Abuse Prevention's (OSAP) High-Risk Youth Demonstration Grant Program. Included are an Introduction (Eric Goplerud and others) and the following reports: (1) "Athletes Coaching Teens for Substance Abuse Prevention: Alcohol and Other Drug Use and Risk Factors in Urban Middle School Students" (Albert Farrell and others); (2) "Adolescent Substance Prevention Education Network: A Rural-Based Pilot Program for Preventing Alcohol and Other Drug Use Among Pregnant Adolescents" (Tess Ford and Paul Sarvela); (3) "Lakeview Comprehensive Youth Services Project: Characteristics of Youth in High-Risk Environments" (William Southwick and Sharon Zahorodny); (4) "An Early Intervention Study of Delinquent Adolescents Using Alcohol and Other Drugs" (Arlene Utada); (5) "A Profile of High-Risk Young Women in the Girls Clubs of America's 'Friendly PeerSensation' Project" (Dolores Wisdom); (6) "Adolescent Profile Form Developed for the Cumberland Day Treatment Program" (Gregory Coleman and Jack Sarmanian); (7) "But Will It Play in Peoria?: The Problem of Technology Transfer in Alcohol and

Other Drug Use Prevention Programs" (Steven Danish and others); (8) "Evaluation of Alcohol and Other Drug Use Prevention Programs With Mexican-American Youth" (Philip Hall and Martha Reyes); (9) Designing Evaluation Models to Assess Primary Prevention and Cultural Change: An Evaluation Report of the Leadership Project" (John Terry and others); (10) "Issues of Retention in Working With High-Risk Youth" (Candace Berger and others); (11) "The Development of a University Early Intervention Program for Preventing Alcohol and Other Drug Use: The Challenge to Higher Education" (Roberta Blotner); (12) "Innovation and Bureaucracy at Odds: Consternation and Resolution" (Thomasina Borkman and others); (13) "Training Teachers To Integrate Prevention Concepts Into the Primary Curriculum" (Leah Koenig); (14) "Partnership in Prevention: Overcoming Barriers and Hurdles" (Sharon Weaver and Frances Young); (15) "Effects of Primary Prevention on Attitudes and Alcohol and Other Drug Use with At-Risk American-Indian Youth" (Joe Conner and Carol Nice Conner); (16) "Prevention and Early Intervention through Peer Support Retreats" (Peggy Glider and others); (17) "The Smart Leaders Booster Program: A Pennsylvania State University and Boys Clubs Prevention Project" (Tena St. Pierre and others); and (18) "Impact: An Early Intervention Demonstration Project" (Steven Ungerleider and Barry Caudill). (NB)

**ED 359 462** CG 024 926

Ashery, Rebecca S., Ed.

**Program Development for Community AIDS Outreach. Clinical Report Series.**

National Inst. on Drug Abuse (DHEW/PHS),

Rockville, Md.

Report No.—DHHS-(ADM)92-1776

Pub Date—92

Contract—271-88-8237

Note—73p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Community Health Services, Drug Abuse, \*Drug Use, \*Outreach Programs, \*Prevention, \*Program Development, Public Health, \*Sexuality

Identifiers—National Institute on Drug Abuse

The National Institute on Drug Abuse (NIDA) has developed training and technical assistance services to train indigenous outreach workers hired by NIDA's national Acquired Immune Deficiency Syndrome (AIDS) outreach demonstration research projects. The NIDA community outreach demonstration research projects for AIDS are the first large-scale, nationwide AIDS outreach efforts targeted specifically to intravenous drug users and their sexual partners. One of the first activities of this training and technical assistance effort involved convening two program development meetings (held in 1989 in Rockville, Maryland and Millbrae, California) to assess training needs and assist in the development of appropriate modules for use in the field. This summary of information presented by the projects participating in these meetings was developed to disseminate the information from the meetings. It presents issues, technical approaches, and alternative action plans for a variety of AIDS outreach project operations in the hope that the dissemination of this information will allow all AIDS community outreach and demonstration research projects to benefit from the experience of their colleagues. The summary is intended to encourage ongoing communication and consultation among outreach projects across the country. The report's six chapters provide an introduction to outreach work and describe, respectively, the background of the NIDA AIDS Community Outreach and Demonstration Research Projects, the hiring of outreach workers, outreach strategies, staff operations and supervision, and outreach workers' training. The AIDS Policy and Procedure Problem Resolution Model, the Workshop Problem Analysis and Resolution Instrument, and the NIDA Directory of Outreach and Demonstration Research Projects by state and city with names of contact persons are appended. (NB)

**ED 359 463** CG 024 927

Mehrotra, Jena Gebeke, Debra

**Emerging Factors in Work/Family Interference.**

Spons Agency—North Dakota State Univ., Fargo.

Univ. Library.

Pub Date—Nov 92

Note—28p.; Paper presented at the Annual Confer-

ence of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Employed Parents, \*Employer Employee Relationship, \*Family Life, \*Role Conflict, \*Stress Variables, \*Work Environment

Identifiers—\*Family Work Relationship

In recent years the study of work and family issues has expanded from a focus on men's unemployment, women's employment, and two-career couples to more complex issues of economics, structural and psychological characteristics of work, enactment of multiple roles, the work/family cycle, combined effects of partners' work role characteristics, and family-oriented personnel policies. This study was conducted to clarify links between job conditions, work/family interferences (conceptualized as a multidimensional phenomenon which has both structural and psychological components), and family outcomes, and to identify those aspects of the work environment that are most highly associated with work/family interferences. The Work and Family Questionnaire was administered to 120 women and 93 men employed as clerical staff, managers, and scientists in an industrial firm employing 2,500 workers. The findings suggest a significant relationship between supervisor sensitivity and work/family interferences. Job characteristics were found to affect psychological spillover, parenting, and job interference. The data revealed no significant main effects for work/family interference variables by gender and parental status after controlling for age, personal and family income, education, job position, and spouse work hours. Neither sex nor parental status were significantly associated with reports of personal interference, job interference, marital interference, or psychological spillover. (Contains 37 references.) (NB)

**ED 359 464** CG 024 928

Schalesky, Deborah Elaine

**A Local Study of the Roles and Functions of the Secondary School Counselor.**

Pub Date—Jul 93

Note—115p.; Master's Thesis, Fort Hays State University.

Pub Type—Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Administrator Attitudes, Counselor Attitudes, Counselor Educators, \*Counselor Role, \*High Schools, Parent Attitudes, \*Role Perception, \*School Counselors, Student Attitudes, Teacher Attitudes

This study was conducted to investigate the perspectives of the various populations served by the secondary school counselor concerning the roles and functions of that counselor. The Counselor Roles and Functions Questionnaire was administered to 9 counselors, 8 administrators, 56 teachers, 14 counselor educators, 178 students, 26 parents, 14 businesses, and 4 school board members. The scores for the six subscales (Counseling; Consulting; Development/Career Guidance; Evaluation and Assessment; Guidance Program Development, Coordination, and Management; and Administrative and Clerical) and the Total score were employed as dependent variables. The findings suggest that counselors and counselor educators rated the roles and functions of Counseling higher than did school board members. Counselors and counselor educators also rated the roles and functions of Consulting higher than did administrators. Counselors rated the roles and functions of Developmental/Career Guidance higher than did administrators and teachers. School board members rated the roles and functions of Guidance Program Development, Coordination, and Management higher than did students and businesses, and counselors and counselor educators rated these roles and functions higher than did businesses. Students rated the roles and functions of Administrative and Clerical higher than did counselors and counselor educators, and counselors rated these roles and functions higher than did counselor educators. Counselors and counselor educators rated the roles and functions of Consulting higher than did administrators and teachers. (NB)

**ED 359 465** CG 024 929

Brown, Rita G.

**Job Satisfaction in Human Services: A Rehabilitation Agency.**

Pub Date—Apr 93

Note—100p.; Master's Thesis, Fort Hays State University.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Employee Attitudes, \*Human Services, \*Interpersonal Communication, \*Job Satisfaction, \*Morale, \*Rehabilitation, \*Work Attitudes, \*Work Environment

This study was conducted to investigate job satisfaction among human services employees (N=114) who worked for a rehabilitation facility in Kansas with divisions in three different geographical locations. Subjects completed a demographic questionnaire and an agency personnel instrument which measured job satisfaction. Independent variables were the division in which the employee worked, employment status, job description, and wages. Dependent variables were the scores from the agency personnel instrument (Morale, Communication, Compensation, Workplace, and Total Score). The findings revealed that employees in two geographical divisions reported greater job satisfaction (Morale) than did those from the third division. Full-time employees reported more job satisfaction (Compensation and Total Score) than did part-time employees. Employees who provided indirect services reported greater job satisfaction (Compensation) than did those who provided direct services. In addition, the findings revealed significant interactions between employment status and job description for the dependent variable of Morale, between division and job description for dependent variables of Communication, between employment status and job description for the dependent variable of Compensation, between employment status and job description for the total job satisfaction score, and between division and wages for the dependent variable of Communication. (NB)

ED 359 466

CG 024 930

Baumgartner, David  
Midwest College Placement Association: Centralized Placement Committee Study.  
Midwest Coll. Placement Association.  
Pub Date—93

Note—54p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Career Counseling, \*College Graduates, \*College Programs, \*College Students, \*Higher Education, \*Job Placement

The centralized placement committee is a group of college and university career center staff members who meet and share common interests and exchange ideas with colleagues. This study was conducted to collect information from 139 centralized placement members about their operations. Questionnaires completed by 75 committee members revealed that all respondents represented 4-year institutions and most were from public institutions. Student affairs was the reporting authority for the majority of respondents. Institutions varied in size from 780 students to more than 30,000 students. The extent to which responding facilities were computerized was greater than expected, with 77% of respondents reporting that they had main frame access and 53% reporting that they had a local area network. All respondents were involved in assessment to some degree. The educational level of directors varied by size of school. Generally, the greater the size, the greater the educational level of the director. The average number of workshops given per year ranged from 24 to 118. Main topics of workshops included resume writing, interviewing skills, and job search strategies. Overall, the number of recruiters dropped by 940 between 1990-1991 and 1991-1992. The major portion of this report consists of 36 data tables. Data are organized collectively and grouped according to institutional size. (NB)

ED 359 467

CG 024 931

D'Andrea, Michael Daniels, Judy  
Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children.

Pub Date—Jun 93

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adolescents, \*Age Differences, \*Child Development, \*Children, \*Elementary Secondary Education, \*Hawaiians, \*Moral Development, \*Psychological Characteristics, \*Self Esteem, Sex

Differences

This study was designed to learn more about the moral development of Hawaiian children and adolescents and to assess if grade level (grade 5, 7, 9, or 11) or gender were related to the children's reported level of self-esteem. Eighty Hawaiian children and adolescents from low-to middle-income families were interviewed individually, asked to solve a moral dilemma, and administered the Culture-Free Self-Esteem Inventory (SEI). The data did not support Gilligan's theory of moral development when used to explore this group of Hawaiian students, suggesting that Hawaiian children and youth are more similar than dissimilar in terms of their moral reasoning perspectives. Subjects did not manifest a global dichotomy in the way males and females conceptualized solutions to the ethical dilemma presented to them. Consistent with other research, there was a decrease in self-esteem scores among the seventh graders. In contrast to other research showing that females generally experienced a greater reduction in self-esteem than males and that the diminishment in their sense of self-esteem persisted throughout intermediate and secondary school years, the lower self-esteem scores reported by seventh-grade Hawaiian students in this study were not found to be gender-related (Contains 38 references.) (NB)

ED 359 468

CG 024 932

Barenbaum, Nicole B.  
Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach.

Pub Date—Mar 93

Note—13p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Children, \*Conflict, \*Divorce, \*Emotional Adjustment, \*Parents

This study examined relationships between different types of parental conflict (legal conflict, interpersonal conflict, and specific conflict tactics) and children's divorce adjustment. Subjects were members of 120 mother-custody families, recruited through a search of public divorce dockets, with at least one child between the ages of 6 and 12 and in which parental separation had occurred within the past 6 months. Subjects were seen once between 6 and 8 months after the separation and again one year later. Conflict variables from multiple sources, including interviews, questionnaires, and court records, were correlated with children's adjustment variables, which also were assessed using multiple sources (self-report, mother report, and teacher report). Relationships between the different types of parental conflict and children's adjustment were examined within each time period and over time. Results suggest that different types of conflict are related to children's adjustment early and later in the divorce adjustment process. Age, sex, and legal status of the parents' divorce moderated relationships between parental conflict and children's adjustment. The divorce settlement may mark a transition for children, lessening the impact of parental conflict. (NB)

ED 359 469

CG 024 933

Colorado: Youth Risk Behavior Survey, 1991.  
Colorado State Dept. of Education, Denver; Colorado Univ. Health Sciences Center, Denver.

Pub Date—Sep 92

Note—31p.; Research conducted in cooperation with the Centers for Disease Control.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, \*Adolescents, \*Alcohol Abuse, \*At Risk Persons, \*Drinking, \*Drug Use, \*High Schools, \*High School Students, \*Injuries, \*Nutrition, \*Physical Activity Level, \*Public Schools, \*Sexuality, \*Smoking, \*Tobacco, \*Venereal Diseases, \*Youth Problems

Identifiers—\*Colorado

In April 1991, the Youth Risk Behavior Survey was administered to a sample of 1,412 high school students in Colorado public schools to collect information about priority health-risk behaviors among adolescents. Questionnaires were received from 1,170 students, a response rate of 83%. Classes in Colorado's 280 public schools were also selected to participate in the survey if they included 9th-12th graders; 68 classes out of 105 responded for a 65% response rate. The findings, based on unweighted

data, revealed that over one-half of the students surveyed were sexually active; 60% of the males and 48% of the females reported using condoms during last intercourse. From 23% to 39% of sexually active students used alcohol or drugs before their last intercourse. Ten percent of high school seniors had been pregnant or had caused a pregnancy. Over 25% of the students rarely or never used seat belts. Nearly one-half of the male students indicated that they had carried a weapon within the past 30 days. Nearly one-third of respondents had seriously considered suicide; 19% had made a suicide plan, and 8% had attempted suicide. Females were at higher risk than males in all three categories. Eighty-five percent of respondents reported having used alcohol, with one-half indicating use within the past 30 days. Seventy percent indicated they had smoked cigarettes, with over one-quarter having smoked within the past 30 days. One-third reported having tried marijuana; 19% indicated they had tried other illicit drugs. These results suggest that Colorado high school students continue to engage in health-compromising behaviors at alarming rates. (NB)

ED 359 470

CG 024 934

Norden, Barb Nelson  
Commitment in Relationships: A Look at Constraint and Dedication.

Pub Date—Jun 93

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adults, \*Graduate Students, \*Higher Education, \*Interpersonal Relationship, \*Marriage, \*Sex Differences  
Identifiers—\*Commitment, \*Constraints, \*Dedication

The concept of commitment has been studied both in theory and in research. Commitment is considered as having two constructs, personal dedication and constraint commitment. This study was conducted to examine several questions concerning commitment. It examined whether constraint or dedication increase over time; whether there is a difference between men and women in each of these two areas; and what implications the findings have for counselors who work with relationship issues. Subjects were 21 women and 16 men recruited from various sources: church groups, groups of graduate students, and community contacts. The subjects completed the Commitment Inventory, a 60-item, 10-subscale inventory that measures the components of constraint and dedication separately. The two constructs were studied by comparing personal dedication to constraint and by studying each construct over time. The results showed that males had a higher level of constraint than did females and that the level of constraint seemed to increase over time. Dedication was similar for both males and females, and the level remained relatively steady over time. It is possible that, among clients who seek counseling for marital distress, those who rate high in personal dedication might be able to work through problems that those who score lower could not. If this appears to be the case, working to increase or develop personal dedication may be a start in early treatment of marital difficulties. (NB)

ED 359 471

CG 024 935

Bryan, Betsy  
Overview of Childhood Schizophrenia.

Pub Date—93

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Children, \*Classification, \*Clinical Diagnosis, \*Etiology, \*Outcomes of Treatment, \*Psychosis, \*Research Needs, \*Schizophrenia, \*Symptoms (Individual Disorders)

Childhood schizophrenia is a rare but serious disorder with complex symptoms that affect children and their families. Childhood schizophrenia was once the term applied for all childhood psychoses, including autism and mood disorders, but more recently researchers have distinguished childhood schizophrenia from other disorders. There are differing views on the continuity of childhood schizophrenia into adult schizophrenia and on similarities between childhood and adult schizophrenia. A number of symptoms that some very young children with schizophrenia may exhibit have been identified by age, including lethargy (newborns); perseveration (3-12 months); and hypotonia and phobias (2 years). While many of these symptoms may continue through the elementary years, thinking, lan-



guage, balance, and motor functions also may become disordered. The time of onset of the symptoms of schizophrenia seems to be an important variable in the course and outcome of the illness. The diagnostic criteria of childhood schizophrenia are the same as those for adult schizophrenia. Evidence has suggested that both biological and environmental factors play a role in the development of schizophrenia, although direct causes are still in question. Multimodal treatment programs, based on the child's individual cognitive level, have been suggested in working with children and adolescents. Much more methodologically sound research is needed in the areas of treatment, symptomatology, diagnosis, and etiology of childhood schizophrenia. (Contains 19 references.) (NB)

ED 359 472 CG 024 936

Hamon, Raeann R. Elliott, Jennifer  
Parents as Resources When Adult Children Divorce.

Pub Date—Nov 92

Note—13p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Children, \*Divorce, Middle Aged Adults, Older Adults, \*Parent Child Relationship, \*Parent Role, \*Social Support Groups

Although a vast proportion of the literature within the last decade has been devoted to the role of adult children in caring for aging parents, family specialists need to acknowledge how older parents continue to function as family resources to their adult children, especially when these children are coping with major life problems. A study was conducted to explore how aging parents serve as resources for their adult children when children experience dissolution of their marriages. Fifty-two parents, ranging from 54 to 87 years of age, were asked to describe their experience of their adult children's divorces and to reflect upon ways in which they were helpful to their children during this life transition. Taxonomical analyses of the qualitative data were conducted. Results suggest that virtually all of the parents aided their children in one way or another. Although advice was provided sparingly and with some trepidation, emotional support was freely given. Frequently cited modes of instrumental assistance included provision of financial support for basic needs, attorney fees, or mortgage payments; housing; and childcare. (Contains 20 references.) (Author/NB)

ED 359 473 CG 024 937

Behrens, Troy T.  
A Self-Help Support Group for Undergraduate Psychology Majors.

Pub Date—Dec 90

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, \*Majors (Students), \*Psychology, \*Self Help Programs, \*Social Support Groups, \*Undergraduate Students, Undergraduate Study

This document notes that the academic and emotional needs of undergraduates planning their futures in psychology are not often addressed. It proposes self-help support groups as a means of alleviating the tension and stress faced by psychology majors. The model for the support group described in this paper is adapted from Yalom's (1985) 11 therapeutic factors in group therapy (installation of hope, universality, imparting of information, altruism, corrective recapitulation of the primary family group, development of socializing techniques, imitative behavior, interpersonal learning, group cohesiveness, catharsis, and existential factors). The formation and functioning of an 11-week self-help group consisting of 11 female undergraduate psychology majors who were in danger of dropping out of the field of psychology is described. Areas discussed include interviewing of potential group members, group rules, open versus closed groups, the life span of the group, the duration of group sessions, group size, and group members' rights. A section on theoretical models notes that the support group was guided by behavioral and person-centered models. Included in this paper are suggestions for the formation of a group; a discussion of group dynamics; and descriptions of specific interventions, processes, and follow-up of participants. The paper concludes with recommendations for future

groups and possible research questions. (NB)

ED 359 474 CG 024 938

Falk, Laurence L.

Evidence for Changing Attitudes about Gender

Roles: An Analysis of Data Acquired since 1968.

Pub Date—10 Nov 92

Note—41p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Attitude Change, College Students, Higher Education, \*Sex Differences, \*Sex Role, \*Spouses, Student Attitudes, Trend Analysis

Identifiers—\*Role Shift

Attitudes toward family gender roles were examined using data collected in family courses since 1968. Data contributed by single men (N=803) and women (N=1,830) in response to a questionnaire were grouped into 2-year intervals. Factor analysis was used to produce gender role assessment scales, and gender differences were assessed using a t-test for separate groups. Gender differences in attitudes toward love also were examined. Some trends emerged that seemed to reflect broader changes in married gender role prescriptions and sexual attitudes. The most consistent change was reflected in gender roles providing less authority to males and greater latitude toward females in financial and other areas. In the areas of wife-husband economic control and decision making, changes seem to be consistent with the greater participation of married women in the paid labor force. Attitudes about love were less consistent although they did reflect gender differences in that men, of college age, tended to be more idealistic about romance and family relations and to hold a less realistic attitude toward motherhood than did women. Where gender differences occurred in attitudes toward premarital sex, males tended to be more accepting of premarital sexual behavior for both men and women than were females, and this was reflected in the males' sexual behavior as well. Findings suggest that attitudes are changing and that men and women continue to differ in their attitudes. (Contains 47 references.) (NB)

ED 359 475 CG 024 939

Newman, Isadore And Others

The Child Behavioral Checklist as a Predictor of Selected DSM-III-R Diagnoses.

Pub Date—1 May 93

Note—8p.; Paper presented at the Ohio Academy of Science, Division of Social and Behavioral Sciences (Youngstown, OH, May 1, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, \*Behavior, \*Check Lists, \*Children, Clinical Diagnosis, \*Parent Attitudes, \*Predictive Validity, Screening Tests

Identifiers—\*Child Behavior Checklist

Achenbach's Child Behavioral Check List (CBCL) is an instrument that is administered to the parents of many thousands of children and adolescent annually in school systems and mental health agencies. It is a standardized instrument with age norms for males and females, on which parents rate their child's behavior. The CBCL consists of nine behavioral scales, but for boys and girls ages 4-5 and for girls ages 12-16, only eight scales are reported. This study was conducted to examine the relationship between the CBCL profiles and the Diagnostic and Statistical Manual of Mental Disorders, Third Edition-Revised, (DSM-III-R) diagnostic classification, and to test the relationship between the Global Assessment of Functioning (GAF) scores and the CBCL profiles. Findings based on data from 977 children and adolescents receiving treatment at one mental health center revealed no significant relationships between CBCL profiles and DSM-III-R diagnostic classifications or between the CBCL profiles and GAF scores. These findings suggest that, until further information is obtained, when the CBCL is used to make clinical judgment, it should be interpreted with caution. (NB)

ED 359 476 CG 024 940

Ellis, Jon B. Lane, Debra  
Attitudes toward Child Suicide.

Pub Date—Mar 93

Note—24p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescents, Age Differences, \*Children, College Students, Death, Higher Education, Parent Child Relationship, \*Parent Role, Sex Differences, \*Student Attitudes, \*Suicide

Identifiers—\*Blame

Previous research has shown that parents of children who commit suicide receive reduced emotional support from their community. More research in the area of attitudes toward child suicide may aid professionals in helping grieving friends and families and help pinpoint areas where more education may be needed. This study examined the differences between male (N=52) and female (N=72) college students in their blaming of parents for a child's suicide. Ages of the victim were varied to see if the age of the victim would influence both blaming attitudes and attitudes toward the victim's mental health. Subjects completed a demographic questionnaire, read one of three scenarios on child suicide which varied by age of the child but not sex (all victims were boys), and answered the Youth Suicide Scale (YSS). Results revealed men to be more blaming of parents of a child suicide than were women. There was no main effect for the age of the victim in the scenarios when using the total YSS score, but when using only question four, "To what degree do you blame parents for their child's death?", subjects blamed the parents of the 10-year-old more than they blamed parents of the 13-year-old or the 17-year-old. (Author/NB)

ED 359 477 CG 024 941

Bingham, William C. Martin, Grace

Educational and Vocational Guidance for Girls and Women: Expert Meeting on Educational and Vocational Guidance for Girls and Women (Paris, France, February 20-24, 1989).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-89/CONF620/COL1

Pub Date—89

Note—30p.

Available from—United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenay, 75700 Paris France.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Equal Education, \*Females, Higher Education, Self Actualization, \*Sex Bias, Student Development, \*Vocational Education

Identifiers—UNESCO

Despite educational expansion, girls and women still face unequal educational and training opportunities. A fundamental cause is the perpetuation of assumptions, beliefs, and prejudices that ignore, belittle, and hinder the aspirations, needs, and capacities of girls and women. Since educational and vocational guidance can promote equal opportunity, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) decided to produce the "Manual on Educational and Vocational Guidance for Girls and Women." The Manual seeks to help girls and women in their efforts toward self-fulfillment: through education, training, and career-building. The volume includes five chapters entitled: (1) "Inequality of Opportunity"; (2) "Role and Function of Educational and Vocational Guidance"; (3) "Organizing and Operating a Guidance Program"; (4) "Consequences of Effective Guidance Programs"; and (5) "Learning from the Experiences of Others." (LBG)

ED 359 478 CG 024 942

Conti, Nancy E. Kimmel, Ellen B.

Gender and Cultural Diversity Bias in Developmental Textbooks.

Pub Date—Mar 93

Note—27p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cultural Pluralism, Feminism, Higher Education, Individual Development, Majority Attitudes, Minority Groups, Psychology, \*Sex Bias, Sex Differences, Sex Discrimination, \*Social Bias, \*Textbook Bias

This paper reports the results of a content-analysis for the treatment of gender and diversity in the 11 top-selling lifespan developmental textbooks. The purposes were to measure the amount of informa-



tion provided on aspects of development specific to Caucasian females and females of Color and to evaluate qualitatively the incorporation of the new research and theory on gender through experts' review of sections on gender role development. Results indicated that the amount of information provided on events in girls and women uniquely encounter throughout the lifespan, such as menstruation, pregnancy, rape, etc., was minimal in all 11 textbooks. Experts' qualitative ratings of the texts' section on gender role development for their race and gender bias were also disappointingly poor. Further, the texts contained almost no material on women (or men) of Color. Unlike most previous analyses of texts, this research focused on error of omission, since the absence of information is difficult to detect and yet may be potentially more damaging. The findings suggest that lifespan texts are deficient in their treatment of gender and diversity. A secondary finding was that the more efficient qualitative assessment yielded essentially the same results as the quantitative procedure. (Author)

ED 359 479 CG 024 943

Tillotson, Jerry E.  
**Adolescent Development Issues in the Classroom.**  
Pub Date—6 May 93

Note—47p.  
Pub Type—Reports - Evaluative (142)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescent Development, Adolescents, Elementary School Students, Elementary School Teachers, Family Relationship, Intermediate Grades, Peer Relationship, Preadolescents, Secondary Education, Secondary School Students, Secondary School Teachers, \*Teacher Attitudes

Identifiers—Morristown School District VT

This study was conducted to identify the kinds of student issues involving growing up and adolescent development that teachers deal with most often. A survey on adolescent development issues was administered to 37 school teachers, administrators and other personnel involved with students in grades 5 through 12 in the Morristown, Vermont school district. The findings suggest that family and peer relationships seem to be at the root of most of the challenges reported. It appears that problems and challenges ranked below family and peer issues (substance abuse, identity development, self-esteem) are linked to, if not the direct result of, one or both of those two primary concerns. Sixty-two percent of respondents reported that between 25% and 50% of their students experienced more stable environments at school than they did at home. Five open-ended questions on the school's role in responding to adolescent development issues were included in the survey. This report contains the transcribed answers to those questions as they were written on the surveys. (NB)

ED 359 480 CG 024 944

Jams, Donna R. Gross, Patricia E.  
**Gender Differences in the Decision to Seek Post-Retirement Employment.**

Pub Date—Nov 92  
Note—11p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Females, Labor Force Nonparticipants, Older Adults, \*Reentry Workers, \*Retirement, \*Sex Differences

The purpose of this study was to identify the factors which may influence the decision to seek employment after retirement from one's primary occupation, and to determine if these factors are similar for males and females. Data were collected from 540 western land grant university employees from ages 40-65 who were employed in positions ranging from ground maintenance workers to upper administration. Cases containing missing data were deleted from the analysis which resulted in a sample size of 331 respondents; 217 males and 114 females. Median income range of the respondents was \$35,000-\$40,000. Respondents were asked about their attitude toward retirement, current health status, health status of spouse, number of children they were supporting, and number and sources of retirement income they expected. Stepwise regression analysis was done to select the set of variables that best predicted post-retirement employment. For males, post-retirement employment income, atti-

tude toward retirement, and financial drain yielded the best predictive equation. Interestingly however, financial drain was not a significant predictor of post-retirement employment among the female respondents, and only post-retirement employment income and attitude toward retirement were significant. Implications of these findings are discussed. (Author)

ED 359 481 CG 024 945

R. I. Caregivers. Caring: A Training Program for Family Caregivers.

Rhode Island State Dept. of Elderly Affairs, Providence.

Spons Agency—Administration on Aging (DHHS), Washington, D.C.

Pub Date—[87]

Note—112p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Aging (Individuals), Coping, \*Family Caregivers, Family Role, Frail Elderly, Interpersonal Communication, Older Adults, Stress Variables, \*Training

Identifiers—\*Rhode Island

This document presents a training manual to help caregivers who provide care to older family members and friends at home. The program, which offers a practical approach to caregiving and a realistic view of the aging process, is intended to clarify the problems confronting caregivers of older people, serve as a basic source manual for training current and future caregivers of older people, and provide resource information that can be continually changed and updated to meet the needs of caregivers throughout Rhode Island. Designed to be used as part of a group teaching format, this manual is divided into five parts which can be presented in five 4-hour sessions. Included is the basic information needed to conduct each session, as well as group exercises and questions for discussion. Part I provides an introduction to aging and caregiving. Part II focuses on communication. Part III looks at the emotional and psychological aspects of aging and caring, including reactions to change and loss, and talking about death. Part IV discusses physical and medical concerns, normal aging, how an older person should be evaluated, functional abilities, and common medical problems (memory loss/confusion, falls, incontinence, and managing medications). Part V suggests techniques for coping with caregiving. A personal care guide and a variety of handouts for caregivers are appended. (NB)

ED 359 482 CG 024 946

Aguinis, Herman And Others

**The Persuade Package Hypothesis: Further Evidence for an Influence Tactics Schema.**

Pub Date—Apr 93

Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (64th, Arlington, VA, April 16-18, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), \*Decision Making, Employer Employee Relationship, \*Organizational Communication, Performance Factors, Psychological Studies, Social Influences

Researchers interested in social power in organizational contexts have focused on investigating whether situational factors affect people's preferences for types of influence tactics. The persuade package is defined as a small standard set of methods (influence tactics) that leads to a particular goal (persuade the target to do something). The hypothesis that the preference order for types of influence tactics is invariant across situations (Schank & Abelson, 1977; Rule, Bisanz, & Kohn, 1985) was examined in the context of downward influence by systematically varying (1) the type of job described, (2) the role identities of the actors, and (3) the goal of the actor attempting to influence the target. Also, a taxonomy of influence tactics other than the one generated by Rule et al. (1985) was used. Subjects, 154 undergraduate students, were given a questionnaire in mass testing sessions. Confirmatory factor analysis (LISREL VII) was utilized to examine whether different situations had an impact on the choice among four influence tactics (rationality, ingratiation, assertiveness, and exchange). As predicted, the likelihood and relative degree to which the four tactics would be used were similar across scenarios regardless of the specific features of the situation, providing further supportive evidence for

the schema-based notion of a "persuade package." (BF)

ED 359 483

CG 024 947

Lucal, Betsy

**Battered Husbands and Battered Wives: Why One**

**Is a Social Problem and the Other Is Not.**

Pub Date—Aug 92

Note—28p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (42nd, Pittsburgh, PA, August 18-20, 1992).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Battered Women, Family Problems, \*Family Violence, Marital Instability, Marriage, \*Social Attitudes, Social Problems, Sociocultural Patterns, Spouses

Identifiers—\*Battered Men

A number of factors came together in the 1970s to create a social problem called "battered wives". Then, beginning in 1977, there was an attempt to create a social problem called "battered husbands." So far, such attempts have been unsuccessful. This analysis compares the issue of battered husbands and battered wives to determine why one was successfully constructed as a social problem while the other was not. The development of the two issues is delineated, and then compared. The results of the comparison show that the factors that were present in the construction of battered wives as a social problem—a social movement, professional and mass media attention, and appropriate gender images—were not present for battered husbands. The existence of the feminist movement and the battered women's movement helped establish battered wives as a social problem while gender images supported the notion of women as appropriate and acceptable victims of violence by their husbands. These findings suggest that a climate that supported the existence and maintenance of one of these social problems could not, and has not, supported the institutionalization of the other. (Author/BF)

## CS

ED 359 484

CS 011 323

Johnson, Paul

**Literacy through the Book Arts.**

Report No.—ISBN-0-435-08766-5

Pub Date—93

Note—163p.

Available from—Heinemann Educational Books, Inc., 361 Hanover St., Portsmouth, NH 03801 (\$18.95).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—\*Art Activities, Art Education, Books, Class Activities, Creative Expression, \*Language Arts, Reading Instruction, Visual Arts, Visual Learning, Written Language

Identifiers—\*Bookmaking, Literacy as a Social Process, Origami

This book, a guide for adults to help children create their own original and creative books, demonstrates how constructing (writing and editing) their own books can be an engaging and highly educational experience for children. The book uses simple, easy-to-follow instructions to demonstrate how scores of different book forms can be made from a single sheet of paper, using only pens and a pair of scissors. The original children's books reproduced in the book serve as frozen episodes in each child author and illustrator's evolving experience of communicating. Chapters included in the book are: (1) The Book Puzzle; (2) The Two Literacies; (3) The Psychology of the Fold; (4) The Concertina Explained; (5) The Concertina Expanded; (6) The Extended Concertina; (7) The Origami Continuum; (8) Origami Themes and Variations; (9) Origami Pop-Up Book; and (10) Making Books Work (sub-topics include Using Art Materials; The Book Arts and the Computer Sciences; and Evaluating Book Art Projects). Numerous illustrations are included. (SAM)

ED 359 485

CS 011 327

Weaver, Constance And Others

**Theme Exploration: A Voyage of Discovery.**

Report No.—ISBN-0-435-08780-0

Pub Date—93

Note—239p.

Available from—Heinemann Educational Books, Inc., 361 Hanover St., Portsmouth, NH 03801-3912 (\$14.50).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Children's Literature, Elementary Education, Elementary School Students, Elementary School Teachers, Grade 1, Grade 4, Metaphors, Robotics, \*Thematic Approach, Theory Practice Relationship, Units of Study, Weather, \*Whole Language Approach  
Identifiers—Emergent Literacy

This book, presented as a conversation among its three authors, offers strategies for theme exploration in whole language classrooms and focuses on the first and fourth grades. The book asserts that exploring a theme with students is the epitome of whole language teaching because students develop language and literacy best when they use language to gain understanding of a wide range of topics, themes, and concepts. The book's first section describes how a unit on robots became a journey of theme exploration; offers a definition of whole language principles and goals; and describes one teacher's journey from a basal to a whole language approach. The following section details the development of a fourth-grade theme exploration project about improving the world by focusing on environmental, social, and technological issues. The next section outlines a first grade theme exploration project titled *Metaphors and Meteorology*. The two final sections are retrospective assessments of both the fourth- and the first-grade projects. A 67-item bibliography of children's fiction, nonfiction and poetry books, an extensive bibliography of professional books and articles, and an equally extensive bibliography designed to aid teachers' selection of children's books are included. An appendix titled "What is whole language?"; a second appendix titled "The fourth-graders' play"; and a third appendix titled "Selecting theme books" are also attached. (SAM)

ED 359 486

CS 011 336

Edelsky, Carole, Ed.

Language Arts Topics and Educational Issues:

Information Sheets.

Center for the Expansion of Language and Thinking, Tucson, Ariz.

Pub Date—92

Note—54p.

Pub Type—Opinion Papers (120) — Collected Works - General (020) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Literacy, Bilingual Students, Censorship, \*Classroom Environment, Elementary Education, \*Language Arts, Parent Student Relationship, \*Phonics, \*Student Evaluation, Teacher Role, \*Whole Language Approach  
Identifiers—Authentic Assessment, Educational Issues

This collection of 29 succinct information articles discusses issues relating to language arts, including whole language, phonics, student evaluation, spelling, and censorship. Some of the authors contributing to the collection are Ken Goodman, Yetta Goodman, Jerome Harste, Patrick Shannon, and Constance Weaver. Titles of articles are: "Learning to Talk, Learning to Read, Learning to Write"; "What Is Whole Language?"; "What Whole Language Is Not: Common Myths and Misunderstandings"; "Some Key Principles of a Whole Language Perspective on Learning and Teaching"; "How Whole Language Teachers Develop Phonics 'Know How'"; "Research in Support of Whole Language"; "Whole Language Is as American as Apple Pie"; "Reading in Whole Language Classrooms: Focus on Comprehension"; "What about Skills in Whole Language Classrooms?"; "Whole Language and the Theological Concerns and Beliefs of Parents"; "Phonics Phacts"; "Phonics and Dialects of English"; "Phonics Is a Flawed System"; "Why We Should Not Teach Intensive, Systematic Phonics"; "Phonics versus Whole Language: Why Whole Language Teachers Don't Think It Is Much of a Debate"; "Why a Whole Language Classroom May Be the Best Place for Your Attention Deficit Disorder Hyperactive (ADHD) Student"; "Basal Reading Programs, Literature-Based Reading Programs, and Literature Programs"; "How to Teach Literacy Learners Who Challenge Teachers"; "What Does It Mean to Be Literate?"; "Adult Illiteracy: Cause? Effect?"; "Questions and Answers about Spelling"; "What Are Some Tools Teachers Use to Evaluate That Also Help Children Learn?"; "Some Aspects

of Assessment That We Often Forget"; "Who Should Evaluate? What Should Be Evaluated?"; "The Mixed Age Primary: What and Why?"; "Bilingual Learners: Principles That Help; False Assumptions That Harm"; "Why Thoughtful Teachers Abhor Censorship?"; "Statement of the International Reading Association: The Dangers of Censoring Textbooks and Reading Program Materials"; and "How Teachers Can Productively Respond to Political Conflicts about Education in Their Communities." (RS)

ED 359 487

CS 011 338

Reading Grades K-12; Language Arts Grades K-5.  
Program Evaluation 1992-93. Focus on Program Evaluation 93-128.

Des Moines Public Schools, IA. Teaching and Learning Div.

Pub Date—Jun 93

Note—42p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Uses in Education, Curriculum Development, Elementary Secondary Education, Evaluation Methods, \*Language Arts, \*Program Evaluation, \*Reading Instruction, Reading Material Selection, Staff Development, \*Student Evaluation, \*Writing Instruction  
Identifiers—Des Moines Public Schools IA

The responsibility of the reading/language arts program is to provide quality instruction, materials, and assessment practices to a diverse community of students. The responsibility of the Supervisor of Reading/Language Arts is to provide leadership toward integrating all communication skills with focus on increased student learning. There is no separate district budget for the reading/language arts program. The program utilizes funds from the Textbook Budget and the Curriculum Development/Materials Selection Budget. The district improvement plan contains two goals that directly relate to the reading/language arts program: to integrate technology into the delivery of instruction throughout the district, and to examine and promote alternative forms of student assessment. The reading/language arts program has contributed to the accomplishment of the district mission in several ways. Reading placement tests results indicate that elementary students are progressing at their appropriate instructional levels. The following needs, listed in order of priority, will guide the direction of the reading/language arts program: (1) enhance instruction of emerging and developing readers and writers; (2) differentiate instruction for developing and independent readers and writers; (3) expand the use of performance assessment tools; and (4) make technology accessible to teachers and students as a tool for instruction and learning. (Numerous tables of data are included.) (RS)

ED 359 488

CS 011 343

Geyer, Ruth E. Feng, Jianhua

Parental Involvement and Its Relationship to Second Graders' Reading Achievement.

Pub Date—Jun 93

Note—60p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Early Intervention, \*Elementary School Students, \*Grade 2, Intelligence Quotient, Oral Reading, \*Parent Participation, \*Parent Student Relationship, Primary Education, \*Reading Achievement, Reading Readiness, Reading Skills, Student Evaluation, Teacher Role, Theory Practice Relationship  
Identifiers—Ohio

A study examined the correspondence between parent involvement and second graders' reading achievement. It also examined the relationship between students' IQ scores and their reading achievement. Evaluation instruments included the SAT and the O-LSAT. Parents completed a parent involvement questionnaire, and two key informants were interviewed. The study, conducted with 22 second-grade students and their parents in rural southeastern Ohio, concluded that no positive significant correlation exists between parents' involvement and students' reading achievement nor do students with higher IQ scores necessarily have parents who are more involved in their education. The study further concluded that students with higher IQ scores tend to score higher on reading achievement. (Six tables of data are included. A questionnaire and interview questions, as well as an 11-item bibliography are attached.) (SAM)

ED 359 489

CS 011 344

Gross, Patricia A. Shefelbine, John

Whole Language Teacher Education in Multicultural Contexts: Living Our Own Models of Learning.

Pub Date—Dec 91

Note—15p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Elementary School Teachers, \*Experiential Learning, Higher Education, Inservice Teacher Education, Multicultural Education, Reading Research, \*Teacher Attitudes, \*Teacher Response, \*Whole Language Approach

Identifiers—Experienced Teachers, New Teachers

A study examined the reactions and responses of new and veteran teachers throughout a full semester graduate in-service course which introduced whole language theory through experiential learning. The 30 K-8 teachers in the course came from 7 schools of a large inner-city school district where 70% of the students lived below the poverty level. Two-thirds of the teachers were African-American or Hispanic. The class environment revolved around variability, variety, choice, flexibility, and multicultural awareness. Data included teacher learning logs, an "examination" which solicited what teachers understood and liked or did not understand or like about whole language, application projects, and classroom visits after the course ended. The teachers came to trust the class, each other, and themselves as they experienced a range of writing tasks and shared their difficulties in analyzing the journal articles which they read. They expressed an excitement about learning, sharing, and grappling with issues and they underwent a series of reactions to interactive and cooperative learning methods. All attempted some whole language activities with their classes and reflected upon the strengths and weaknesses of whole language. Findings suggest the need for more avenues of professional collaboration for teachers to discuss professional issues; integrated and interactive activities for teachers to learn through experience and with one another; and opportunities for teachers to engage in spiral learning in conjunction with practice. (RS)

ED 359 490

CS 011 345

Gross, Patricia A.

Interactive Reading on the Secondary Level.

Pub Date—Dec 91

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (41st, Palm Springs, CA, December 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, \*English Instruction, \*Literature Appreciation, \*Reader Response, Reading Research, Secondary Education, Secondary School Teachers, Student Attitudes, Teacher Attitudes, Teacher Response, Teacher Role, \*Whole Language Approach  
Identifiers—Interactive Teaching, \*Response to Literature

A study of two teachers and four secondary level English classes examined how traditional methods of teaching literature were replaced by more interactive and integrated approaches to text, based primarily upon a whole language philosophy. Intervention aspects purposely remained open-ended to accommodate each teacher's understandings and preferences. Built-in, weekly, three-way meetings between researcher and teachers created the necessary interaction for grounded theory to become operative. Quantitative data included surveys, teacher tests, student work samples, and gradebook records of student scores. Teachers read literature regarding interactive teaching methods, and, for 5 weeks, ongoing coaching sessions and researcher participant observations enabled teachers and students to experiment with interactive methods in terms of reading. Lorraine, a ninth-grade teacher, dropped inhibiting methods she had developed over the years and invited and weighed suggestions, adapting them to her needs and those of her students. She recognized the extent to which she had dominated the entire teaching/learning situation and noted the consequent negative effect on students. Sarah, an eighth-grade teacher, identified control as the major issue in her classroom. Her

students liked and admired her intense desire to get them to learn, but they resisted her regimentation and disciplinary methods. The students thrived with the changes. Overall, student marking period grades increased appreciably. Findings suggest that interactive methods of reading allowed greater student voice and choice of content and method of studying literature. Teachers revitalized themselves and their classrooms. (Contains 44 references.) (RS)

ED 359 491 CS 011 346

Gross, Patricia A.

Shared Meaning: Whole Language Reader Response at the Secondary Level.

Pub Date—Dec 92

Note—16p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, \*Dialog Journals, \*English Instruction, Literature Appreciation, \*Reader Response, Reading Research, Secondary Education, Student Attitudes, Teacher Attitudes, \*Whole Language Approach. Identifiers—English Teachers, \*Response to Literature

A study underscored the potential of whole language philosophy as a framework for secondary English teachers and students as they move away from strictly traditional methods. Research methods included case study, grounded theory, and qualitative inquiry. Participants included 2 veteran teachers who taught in a predominantly white, suburban high school which housed 1,000 students in grades 7 and 12. Data collection spanned 1 year and included interviews with the teachers, anecdotal field notes, lesson plans, assignments, student work samples, and teacher learning logs. By the end of the second semester, one teacher who taught 7th and 11th graders regretted having stalled in using dialogue journals. Though she had primarily held to traditional ways of insisting upon required readings of common texts, she had found students read more willingly and more carefully when engaged in dialogue journal activities which enabled them to verbalize opinions in writing and then share ideas with peers. The other teacher, who taught 8th and 12th graders, introduced dialogue journals differently: she used three forms of dialogue journals and quickly recognized the potential for students to grapple with words and ideas. The teachers approached change warily, yet found the results edifying. The students reacted strongly to restraints imposed by required readings and study guide questions; they much preferred the freedoms of selecting their own reading, exploring their own ideas, and consulting with one another to construct meaning. (Contains 20 references.) (RS)

ED 359 492 CS 011 347

Stephens, Mary A.

Developing and Implementing a Curriculum and Instructional Program To Improve Reading Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District.

Pub Date—Apr 93

Note—137p.; Ed.D. Major Applied Research Project, Nova University.

Pub Type—Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Basic Skills, Instructional Effectiveness, \*Instructional Improvement, Intermediate Grades, Junior High Schools, \*Learning Disabilities, Middle Schools, Parent Participation, Program Descriptions, \*Reading Achievement, \*Remedial Programs, \*Remedial Reading, State Standards

Identifiers—Chesterfield County School District SC, Direct Instruction, Middle School Students

A program was developed and implemented to improve the reading achievement of 56 learning-disabled (LD) students in grades five through eight in a rural school district in South Carolina. Only 12% of the students were meeting the state standard in reading. Baseline test data indicated that reading achievement was from two to six grade levels below grade placement. Problems identified were absence of written basic skills curriculum aligned with the tests used to measure achievement; lack of consistent, effective instruction in the basic skills areas; and the need for more parental support and involvement in the education of students with special needs. Solution strategies for improving reading

achievement of LD students included the development of functional basic skill curriculum guides, training for teachers in the use of direct instruction techniques, field testing the curriculum guide, inclusion of the basic skills objectives in the individualized education programs of the students, implementation of a direct-instruction model in the teaching of reading, use of the Corrective Reading Program, and involvement of parents. As a result of intervention strategies, 25% of the targeted students met the state standard on basic skill tests. Over 55% of the targeted students gained two or more grade levels in reading. The discrepancy between the students' estimated ability and reading achievement was reduced by 41%. Parent involvement increased from 10% to 75%. (Seventeen tables of data are included; 49 references, 10 appendices of data, table of contents of the Students Offered Success curriculum, evaluation forms, and a newspaper article are attached.) (Author/RS)

ED 359 493 CS 011 348

Christmas, Jack

Developing and Implementing a Plan To Improve the Reading Achievement of Second Grade Students at Woodbine Elementary School.

Pub Date—Feb 93

Note—164p.; Ed.D. Major Applied Research Project, Nova University.

Pub Type—Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Elementary School Students, Grade 2, Parent Participation, Primary Education, Program Effectiveness, Program Implementation, Reading Achievement, \*Reading Aloud to Others, \*Reading Comprehension, \*Reading Improvement, Rural Schools, Socioeconomic Status, Vocabulary Development

Identifiers—Camden County School District GA

A program was designed to improve the reading achievement of second grade students in a rural Georgia school. An analysis of the problem indicated that: a higher percentage of second grade students from low socioeconomic conditions scored lower on standardized reading achievement tests than other second grade students; students who scored lower owned fewer books than those who scored higher; and those who scored lower did less recreational reading than those who scored higher. Interventions included a program of daily oral reading in the classrooms by teachers and recruiting parents to enroll their children in the Woodbine (Elementary School) Read Aloud Club. Parents who enrolled their children in the club agreed to read aloud to their children on a daily basis and turn in simple reading logs to the teachers each month. As a reward for their parents' read aloud efforts, the children received free storybooks of their choice each month. The objectives were to improve the students' reading comprehension, word reading, and auditory vocabulary using the Stanford Diagnostic Reading Test to measure any changes in reading ability. Test results indicated a 38.5% increase in auditory vocabulary, a 46.4% increase in reading comprehension, and a 43.6% increase in word reading for the approximately 70 subjects. (Twenty-seven tables of data are included; 53 references, 2 appendices of data, a list of educational objectives, the enrollment form, a reading log, 2 sample newsletters, 2 newspaper articles, and a site visitation team report are attached.) (Author/RS)

ED 359 494 CS 011 349

Feng, Jianhua Etheridge, George W.

Match or Mismatch: Relationship between First-Grade Teachers' Theoretical Orientation to Reading and Their Reading Instructional Practices.

Pub Date—16 Apr 93

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary School Teachers, Grade 1, Phonics, Primary Education, Reading Attitudes, \*Reading Instruction, Reading Research, Reading Skills, \*Teacher Attitudes, \*Teacher Behavior, \*Theory Practice Relationship, Whole Language Approach

Identifiers—Descriptive Research

A descriptive study used survey methodology to determine first-grade teachers' theoretical orientations toward reading and students' attitudes toward

reading, as well as structured classroom observations to describe teachers' reading instructional practices. Subjects, 259 of the 428 first-grade teachers (61%) in 94 elementary schools of a large mid-south metropolitan public school system returned usable survey data. A stratified sample of 15 teachers, 5 from each orientation (phonics, skills, and whole language), were randomly selected for classroom observation and interviews. Results indicated that: (1) the majority of teachers (219, or 84.59%) held a skills theoretical orientation to reading, while only eight (3.10%) held a whole language theoretical orientation to reading; (2) 60% of the teachers observed (including all five teachers with a skills orientation) taught reading in a manner consistent with their theoretical orientation to reading; (3) 73% of the teachers observed used basal/skills strategies; (4) all teachers used a variety of instructional strategies to teach reading; (5) all teachers consistently identified their own classroom experiences as the single most important influence in what they believed about reading and reading instruction; and (6) there was no significant difference in students' reading attitude with respect to teachers' theoretical orientation to reading and reading instruction. Findings suggest that the provision of practical strategies without theory may lead to misimplementation or no implementation at all, unless teachers' beliefs are congruent with the theoretical assumptions of the practice. (Ten tables of data are included; 46 references are attached.) (RS)

ED 359 495 CS 011 350

Grisham, Dana L.

The Integrated Language Arts: Curriculum Enactments in Whole Language and Traditional Fourth Grade Classrooms.

Pub Date—Apr 93

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Environment, Elementary School Students, Elementary School Teachers, Grade 4, Intermediate Grades, \*Reading Attitudes, \*Reading Instruction, Reading Research, Student Attitudes, Teacher Attitudes, Teacher Behavior, \*Whole Language Approach, Writing Attitudes, \*Writing Instruction

A study examined how teachers' attitudes and beliefs affect their enactment of literature-based curriculum materials, whether student attitudes differ in accordance with the teacher's orientation, and whether student achievement in reading and writing differ in whole language and traditional classrooms. Two "whole language" and two "traditional" teachers in four intact suburban fourth-grade classrooms in southern California were chosen. Teachers were observed for over 100 hours over 1 year. Pretest and posttest reading and writing attitude measures, and reading achievement tests were administered. Writing samples were taken at three points. Analysis of teacher, principal, and student interviews present the insider's view of the classroom. No statistically significant differences were found in reading. On attitude measures classes were split between one whole language and one traditional teacher. Students in the traditional teachers' classes significantly outscored those in whole language classes on writing measures. Results presented represent work in progress with full data analysis to be completed in June 1993. Analysis of qualitative data is incomplete. (Eight tables of data are included; 30 references are attached.) (RS)

ED 359 496 CS 011 351

Tustin, Betty R.

A Comparison of the Effectiveness of the Individualized Approach and the Traditional Approach to Teaching Spelling in the Fourth Grade.

Pub Date—2 Apr 85

Note—61p.; M.A. Thesis, Salem College. Available from—Salem-Teikyo University, Salem, WV 26426 (\$0.10 per page plus \$3 shipping/handling).

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Basal Reading, Comparative Analysis, Conventional Instruction, Elementary School Students, Grade 4, \*Individualized Instruction, Instructional Effectiveness, Intermediate Grades, Reading Research, Sex Differences, \*Spelling,



**\*Spelling Instruction**  
**Identifiers—California Test of Basic Skills**

Two approaches to spelling instruction were compared by measuring which program was more successful. Thirty-two fourth-grade students participated; instructional intervention spanned 6 months. The control group used the materials and procedures of the Macmillan Basal Series. The experimental group used the Speltz Individualized Spelling Kit. The results of each program were measured by using the California Test of Basic Skills, Level I spelling test for grade four. The means of the two groups were compared by using a "t" test. Results indicated: (1) no significant difference between the total group of students using the individualized approach and the total group of students using the basal series; (2) no significant difference between the girls in the control group and the girls in the experimental group; and (3) no significant difference in spelling abilities between the boys using the Macmillan Basal Series and the boys using the Speltz Individualized Spelling Kit. (Eight tables of data and 38 footnotes are included; 38 references, a list of the steps in the individualized plan, the 5-day basal spelling plan, and 6 tables of data are attached.) (RS)

ED 359 497 CS 011 352

Cambourne, Brian

**The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.**

Report No.—ISBN-0-908643-49-7

Pub Date—88

Note—218p.

Available from—Scholastic, Inc., P.O. Box 7502, Jefferson City, MO 65102 (Item No. 21976: \$14.95).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

**Document Not Available from EDRS.**

Descriptors—Case Studies, Classroom Environment, Elementary Education, Language Acquisition, \*Reading Instruction, Reading Writing Relationship, Student Centered Curriculum, Teacher Role, Theory Practice Relationship, \*Whole Language Approach, \*Writing Instruction

**Identifiers—Emergent Literacy**

Based on years of classroom observation, this book presents the thesis that powerful, critical, active, productive literacy can be achieved systematically, and regularly, with large numbers of the school population, if the principles currently known as the whole language approach are applied. The book is based on the assumptions that learning to become literate ought to be as uncomplicated and barrier free as possible, and that once learned, the skills and knowledge that make literacy learning possible ought to endure beyond the classroom. Chapters in the book are: (1) What It's All About; (2) Portraits of Literacy Learning; (3) Prisoners of a Model of Learning; (4) An Alternate View of Learning; (5) Theory into Practice I; (6) Theory into Practice II; (7) Theory into Practice III; (8) Making Connections I: Understanding Reading; (9) Making Connections II: Understanding Writing; and (10) Pulling the Threads Together. (RS)

ED 359 498 CS 011 353

Dixon, Ruth A.

**Improved Reading Comprehension: A Key to University Retention?**

Pub Date—Mar 93

Note—17p.; Paper presented at the Annual Midwest Regional Reading and Study Skills Conference (6th, Kansas City, MO, March 1-2, 1993). Pub Type—Reports - Research (143) — Speeches/Meetings Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Freshmen, Computer Assisted Instruction, Higher Education, Instructional Effectiveness, Program Effectiveness, \*Reading Comprehension, Reading Improvement, Reading Research, \*Remedial Reading, \*School Holding Power

**Identifiers—Indiana Wesleyan University**

A study investigated the growth in reading comprehension of students successfully completing a college developmental reading course, and the retention of students taking (and not taking) the reading course. Subjects, 197 first-time freshmen who entered Indiana Wesleyan University during 1989-90 and the 1990-91 school years, were divided into a treatment group of 88 students who were required to enroll in a developmental reading course (using computer-assisted instruction) based on their

entrance scores on the Nelson-Denny Reading Test, and 109 students whose scores were slightly higher and who were not required to enroll in the course. Of 39 surveys sent to students who completed the course and were still on campus during the spring semester 1993, 38% were returned. Results indicated that: (1) the average growth in reading comprehension for students who completed the course in 1989-90 was 4 years and almost 3 years for students in 1990-91; (2) retention rates for students who completed the course in 1989-90 was 59%, while retention rates for students who did not take the course was 35%; (3) retention rates for students who completed the course in 1990-91 was 65%, while retention rates for students who did not take the course was 36%; and (4) the overwhelming majority of the students who completed the survey said the reading course gave adequate preparation for reading assignments in other courses. Findings suggest that reading comprehension of underprepared freshman can be increased, computer-assisted instruction is effective, and such instruction can aid in university retention. (Four tables of data and the survey instrument are included; a list of 5 computer software packages is attached.) (RS)

ED 359 499 CS 011 354

Newman, Judith M., Ed.

**Finding Our Own Way: Teachers Exploring Their Assumptions.**

Report No.—ISBN-0-435-08501-8

Pub Date—90

Note—170p.

Available from—Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801-3959 (\$16.95 plus 10% shipping/handling).

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020) — Books (010)

**Document Not Available from EDRS.**

Descriptors—Educational Change, Elementary School Teachers, Elementary Secondary Education, \*Holistic Approach, Secondary School Teachers, \*Teacher Behavior, \*Teacher Role, Teacher Student Relationship, Teaching Styles

Identifiers—Reflective Teaching, Teachers Knowledge, \*Teacher Writing

Intended for teachers, the articles in this book examine some of the uncertainties and problems that practicing teachers encountered when moving from a traditional to a holistic perspective in their teaching. The book shares the questions, the conflicts the teachers have undergone, and the change in beliefs that are part of becoming a learner-directed teacher. Articles in the book are: "Finding Our Own Way" (Judith M. Newman); "Learning in a Whole Language Classroom" (Albert Layton); "A Teacher Learns How" (pat kidd); "Herb's Revenge—Writing Our Own Play" (Christine Clark); "Learning from Christopher" (Chris Trussler); "Why Teachers Must Be Writers" (Murray Wickwire); "Simply, Margot" (Beth Valentine); "Who Should Have Control?" (Evelyn Bent); "But You Haven't Done Any Research" (Janet Ripley); "Looking Back" (Fred Williams); "Creating a Climate of Affirmation: Education beyond Fear" (Marion Anderson); "That First Year Back" (Florence Kanary); "Looking for Mistakes That Make a Difference" (Roberta Jones); "Side by Side" (Margot Shutt); "What Denise Tried to Show Me" (Linda Christian); "Celebrating Growth" (Nancy Anthony); "Why Didn't This Chicken Cross the Road?" (Brian MacDonald); "Dear Mrs. Gillon" (Jan Gillon); "A Belief System under Siege" (Michael Coughlan); "Fear, Risk, and Change: Reflections on a Year as Learner" (Beverly R. Boone); "Time for Change" (Sumitra Unia); "I Don't Know Enough French" (Janice L. Clarke); "A Letter to the Principal" (Linda Cook); and "The Key" (Fred Williams). (RS)

ED 359 500 CS 011 355

Goodman, Kenneth S., Ed. And Others

**The Whole Language Evaluation Book.**

Report No.—ISBN-0-435-08484-4

Pub Date—89

Note—295p.

Available from—Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801-3959 (\$20 plus 10% shipping/handling).

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020) — Books (010)

**Document Not Available from EDRS.**

Descriptors—Adult Education, Classroom Environment, Elementary Secondary Education, Evaluation Methods, Reading Writing Relation-

ship, Second Language Learning, Special Education, \*Student Evaluation, Teaching Experience, Theory Practice Relationship, \*Whole Language Approach

**Identifiers—Alternative Assessment**

Intended for teachers from kindergarten through adult education and for administrators, this book demonstrates how teachers have created environments that facilitate whole language evaluation. Articles in the book discuss strategies used in evaluating students' growth across many curricular areas, including reading, writing, and second language growth, and suggest alternatives to standardized tests in mainstream, resource, and special education programs. Articles in the book are: "Evaluation of Students: Evaluation of Teachers" (Yetta M. Goodman); "The Art of Teaching: Evaluation and Revision" (Lois Bridges Bird); "If the Teacher Comes Over, Pretend It's a Telescope!" (Wendy J. Hood); "Evaluation in a Classroom Environment Designed for Whole Language" (Robert Wortman and Myra Matlin Haussler); "Asi No Se Pone Si" (That's Not How You Write "Si") (Rene Galindo); "Whole Language, Texas Style" (John W. Woodley and Carol E. Woodley); "Evaluation: The Conventions of Writing" (Orsilia Hull); "When 'Shut Up' Is a Sign of Growth" (Maureen Morrissey); "Guise, Son of the Shoemaker" (Mary M. Kitagawa); "Well, What about His Skills?: Evaluation of Whole Language in the Middle School" (Karen Sabers Dalrymple); "Everyone's in the Act: Evaluation in a Seventh-Grade Classroom" (Toby Kahn Curry); "Evaluation of Second-Language Junior and Senior High School Students" (Yvonne S. Freeman and David E. Freeman); "Grade Eight Students Cope with Today and Get Ready for Tomorrow" (Richard Coles); "Using Evaluation as an Instructional Strategy for Adult Readers" (Ann M. Marek); "...Of Flying to the Stars and Looking at the Dipr: Whole Language Evaluation on the Navajo Reservation" (Susan Howe-Tompkins); "The Evaluation Process in Process" (Debra Jacobson); "So Why Don't I Feel Good about Myself?" (Debra Goodman); "Looking at Invented Spelling: A Kidwatcher's Guide to Spelling, Part 1" (Sandra Wilde); "Looking at Invented Spelling: A Kidwatcher's Guide to Spelling, Part 2" (Sandra Wilde); "They'll Grow into 'Em': Evaluation, Self-Evaluation, and Self-Esteem in Special Education" (Paul Crowley); "Special Education and Whole Language: From an Evaluator's Viewpoint" (Phyllis Brazee and Susan W. Haynes); and "Whole Language, Whole Teaching, Whole Being: The Need for Reflection in the Teaching Process" (Geane R. Hanson). (RS)

ED 359 501 CS 011 356

Mills, Heidi, Ed. Clyde, Jean Anne, Ed.

**Portraits of Whole Language Classrooms: Learning for All Ages.**

Report No.—ISBN-0-435-08510-7

Pub Date—90

Note—332p.

Available from—Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801-3959 (\$20 plus 10% shipping/handling).

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020) — Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Classroom Environment, Early Childhood Education, Elementary Secondary Education, English (Second Language), Higher Education, Poetry, Special Education, \*Teacher Behavior, Teacher Student Relationship, Theory Practice Relationship, \*Whole Language Approach

**Identifiers—Emergent Literacy, Reflective Teaching**

Highlighting typical days in a variety of whole-language classrooms, this book describes learners of all ages, beginning with a home day-care setting through preschool programs and elementary classrooms to a junior high and high school. The book also describes a special education site and an English-as-a-Second Language classroom, and concludes in a laboratory school staffed by graduate students in a university reading methods course. Teachers' descriptions of typical classrooms and their personal reflections presented in the book encourage readers to take a reflective stance and consider the beliefs that underpin their practice. Chapters in the book are: (1) "Literacy Learning in a Home Day-Care Setting" (David J. Whitin and Phyllis E. Whitin); (2) "A Natural Curriculum" (Jean Ann Clyde); (3) "Teachers and Children: Partners in Learning" (Heidi Mills); (4) "A Day



with Dinosaurs" (Timothy O'Keefe); (5) "Supporting Literacy Development: On the First Day in First Grade and throughout the Year" (Vera E. Milz); (6) "Teachers and Students as Decision Makers: Creating a Classroom for Authors" (Gloria Kaufmann and Kathy G. Short); (7) "Mind Games: Discovering Poetry through Art" (Margaret Grant); (8) "Making Learning Real for Intermediate Kids" (Eric Stone); (9) "Units of Study in an Intermediate-Grade Classroom" (Thom Wendt); (10) "Learning together in the Resource Room" (Patricia Tefft Cousin and Alane Lancaster); (11) "Whole Language and the ESL Classroom" (Lia Ridley); (12) "Language Learning through Family History" (Phyllis E. Whiting); (13) "Learning on the Job: Whole Language in a Middle School Remedial Program" (Betty Ann Slesinger); (14) "I Have Never Read Five Books before in My Life: Reading and Writing Naturally in High School" (Donelle Blubaugh); (15) "We Call It Good Teaching" (Diane Stephens and others); and (16) "Whole Language: Starting New Conversations" (John McInerney and Jerome C. Harste). (RS)

**ED 359 502** CS 011 357

Davidson, Judith

**Bakhtin as a Theory of Reading. Technical Report**  
No. 579.

Center for the Study of Reading, Urbana, IL.

Pub Date—Aug 93

Note—24p.

Pub Type—Reports—Evaluative (142)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, Discourse Analysis, Elementary Secondary Education, \*Language Role, \*Literary Criticism, Reader Response, Reader Text Relationship, \*Reading, Reading Research

Identifiers—\*Bakhtin (Mikhail), \*Reading Theories  
This paper examines the work of Russian literary critic M. M. Bakhtin as a theory of reading. Focusing on two critical essays, "Discourse in the Novel" and "The Problem of Speech Genres," the paper demonstrates how Bakhtin addresses the three elements of a reading theory—language, representation, and interpretation. Next, the paper compares Bakhtin's theory of reading to those theories of reading put forth by four prominent reader-response critics, Louise Rosenblatt, Stanley Fish, John Swales, and Mary Louise Pratt. The paper concludes with a discussion of the directions in which this analysis of Bakhtin's ideas might lead in reformulating current thinking about reading. (Contains 16 references.) (Author/RS)

**ED 359 503** CS 011 358

Guthrie, John T. And Others

**Influences of Instruction on Amount of Reading: An Empirical Exploration of Social, Cognitive, and Instructional Indicators. Reading Research**  
Report No. 3.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—117A20007

Note—36p.

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Factor Analysis, Family Influence, Intermediate Grades, Path Analysis, Predictor Variables, \*Reading Habits, \*Reading Instruction, \*Reading Interests, Reading Research, Secondary Education, Social Influences

Identifiers—\*Reading Behavior  
A study examined the association of reading instruction with the amount and breadth of students' reading activities, taking account of social, cognitive, and home factors in the educative process. A secondary analysis of a large national data base for students aged 9, 13, and 17 was conducted. Using answers from student questionnaires, conceptual criteria and factor analysis identified five constructs (such as study strategies) for 9-year-olds, eight constructs for 13-year-olds, and nine constructs for 17-year-olds. Path analyses were performed to describe the relationships of these constructs to amount of students' reading activity. The resulting path models for the three age groups had goodness of fit indices of 0.98 or higher. For 9-year-olds, amount of reading was associated with levels of social interaction surrounding reading, cognitive strategies for reading, and teacher-directed instruction. The path model of reading for 13- and 17-year-olds

was generally similar to that for 9-year-olds. For 17-year-olds, the construct of reading activity subdivided into fiction, nonfiction, and news, and student-centered instruction entered as a predictive factor. Findings suggest that an instructional framework that supports the social and cognitive needs of students from a wide range of home backgrounds accounts for the amount and breadth of students' reading. (Five tables of data and four figures representing path models are included.) Contains 40 references. (RS)

**ED 359 504** CS 011 359

Feathers, Karen M.

**Infotext: Reading and Learning.**

Report No.—ISBN-0-88751-056-6

Pub Date—93

Note—145p.; The Pippin Teacher's Library Series. Available from—Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801-3912 (\$15 plus 10% of order for shipping/handling).

Pub Type—Guides—Classroom—Teacher (052)

**Document Not Available from EDRS.**

Descriptors—\*Class Activities, \*Content Area Reading, Information Sources, \*Learning Activities, \*Reading Skills, \*Reading Strategies, Secondary Education, Student Evaluation, \*Vocabulary Development, Writing Assignments

Identifiers—\*Information Books, Reading Uses, Text Factors

Noting that students often have difficulty reading texts for information, this book offers practical, classroom-tested techniques that focus on content while encouraging students to take control of their own learning by expanding their repertoire of reading strategies. The book defines "infotexts" as the books, textbooks, journals, newspapers, and computer manuals that are read to gather information about particular topics. While teachers may initiate some of the activities suggested in the book, the activities themselves are controlled by the students. Chapters are: Why Teach Content Reading? The Basis of Content Reading; Evaluating Students and Texts; Making Connections; Focusing on Meaning; Organizing Information; The Importance of Reflective Writing; and Understanding Vocabulary. Lists of 72 professional references and 7 infotext references are attached. (RS)

**ED 359 505** CS 011 360

Quigley, Mary Ann V.

**The Improvement of Reading Comprehension Skills in At Risk Second Graders.**

Pub Date—Jun 93

Note—73p.; M.S. Final Report, Nova University. Pub Type—Dissertations/Theses—Masters Theses (042)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—\*Elementary School Students, Grade 2, \*High Risk Students, Instructional Effectiveness, Intergenerational Programs, Parent Child Relationship, Parent Participation, Primary Education, Reading Aloud to Others, \*Reading Comprehension, \*Reading Improvement, Reading Strategies

Identifiers—\*Collaborative Learning, Family Literacy, Florida (North)

The improvement of reading comprehension skills in a target group of at-risk students in the second grade of a North Florida school was achieved through the implementation strategies of parental involvement and collaborative learning. At-home parent-child literacy interactions increased and parents became active role models in a Parent as Readers In School Program. Students engaged in collaborative listening, speaking, writing, reading and thinking activities. Positive cognitive growth was indicated by data comparison of two pre- and posttests: the Hunter-Grundin Reading for Meaning Test, Level Two, and the comprehension skills sub-tests in the unit tests of the county adopted basal reading series. Data provided by parent surveys and the tabulation of weekly at-home reading time sheets indicated a substantial improvement in parent-child literacy interactions. The strategies, methods, and results were shared with the faculty of the target school and local community educators via a workshop. (Eleven figures of data are included; 23 references, survey instruments, self-esteem measures, a reading time sheet, and letters to parents are attached.) (Author/RS)

**ED 359 506** CS 011 361

Lehman, Bernadette B.

**For Our Children (FUN): A Family Literacy**

**Project for Adult Basic Education Classes. Occasional Paper.**

Indiana Univ., Bloomington. Family Literacy Center.

Pub Date—93

Note—53p.

Pub Type—Guides—Classroom—Teacher (052)—Reports—Descriptive (141)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Reading Programs, \*Intergenerational Programs, Learning Activities, Lesson Plans, Literacy Education, \*Parent Child Relationship, Preschool Education, Program Descriptions, Reading Aloud to Others, Young Children

Identifiers—\*Emergent Literacy, \*Family Literacy, Indiana

Stressing the need for activities that are amusing, useful, and fun, this paper outlines a family literacy project that provides parents preparing for the General Education Development (GED) test with literacy activities they can do with their children at home. The paper explains that the project was developed for participants of the Indiana Manpower Placement and Comprehensive Training (IMPACT) Program of the State of Indiana. The paper notes that the focus of the program is on the parent as a companion rather than as a tutor (parent and child share and discuss mutual books, interact, listen, and respond to each other). After an introductory section, the paper describes the purpose, assumptions, curriculum, recruitment, resources, and evaluation of the program. The paper presents 17 sample lessons (each about two pages long and focusing on a single book) for use in Adult Basic Education classes. Twenty-eight references, a formative evaluation questionnaire, and a summative evaluation questionnaire are attached. (RS)

**ED 359 507** CS 011 362

DeSantis, Diane K.

**Restructuring the Curriculum for Active Involvement—Teachers and Students as Learners.**

Pub Date—Aug 93

Note—6p.; Revised version of a paper presented at the Annual Spring Conference of the National Council of Teachers of English (Richmond, VA, March 18-20, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)—Guides—Classroom—Teacher (052)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Change Strategies, Curriculum Development, Elementary School Students, Instructional Innovation, Integrated Activities, Intermediate Grades, \*Language Arts, Portfolios (Background Materials), \*Reading Instruction, \*Student Evaluation, Teacher Behavior, \*Writing Instruction

Identifiers—Alternative Assessment, Portfolio Approach

A fifth-grade teacher researched the experts, observed master teachers, and experimented to find out what worked best for her and her students as she made the transition from the basal to the process approach to teaching the language arts. Taking courses and meeting with others helped support her decision to change. During the process of change, the teacher realized that the basal can be utilized in a whole language way, heavily supplemented with real books, self-selected reading of all types, and oral and written responses. Using the reading/writing process, the teacher tried to incorporate the literary genres her students were studying by integrating all the areas of the language arts. Portfolios were kept as students finished each genre. Developing the skills of cooperative learning enabled students to become listeners, supporters, and active learners. The teacher selected books based on the students' varied interests and abilities. When students chose the books they were about to read, they followed guidelines from the reading consultant. The teacher readily shared classroom experiences with parents, teachers, principals, board members, and others through frequent communication in newspaper form or invitations to visit the classroom. Performance assessments in language arts included: writing, oral discussions, exhibitions, and portfolios. The teacher constantly observed and evaluated herself and her students. The teacher observed the emergence of active readers, writers, listeners, and speakers—active involvement, active learners, and teacher and students as learners. (RS)

**ED 359 508** CS 011 363

Olmstead, Phyllis M.

**Readability of Central Florida Newspapers.**

Pub Date—93

Note—51p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Audience Awareness, Content Analysis, Correlation, Higher Education, \*Newspapers, \*News Writing, \*Readability, Readability Formulas, Reading Research

Identifiers—\*Florida (Central), Journalism Research

A study analyzed the readability of seven central Florida newspapers (one of which is a college newspaper) and "USA Today." "Rightwriter," a grammar checker and readability computer program, was used to evaluate front page articles for each of the eight newspapers. The readability formulas invoked in the readability program included the Flesch-Kincaid, Flesch, and FOG indexes. Results indicated that the average readability levels of the individual newspapers ranged from 9.37 to 14.68 using the Flesch-Kincaid, 10.28 to 15.78 using FOG. A rank order correlation of the three possible pairs of the tests was statistically significant for all pairs. Findings suggest that each of the papers (except the college paper) should consider encouraging its reporters and editors to write articles that are more easily understood by their target population. (Four figures of data are included; 20 references, a glossary of terms, a description of each front page and the text of the articles, a sample hardcopy of the "Rightwriter" program, and an appendix of data are attached.) (RS)

**ED 359 509**

CS 213 555

*Ferguson, Laraine***Politics and the English Instructor: Using Political Literature To Teach Composition.**

Pub Date—Mar 92

Note—14p.; Paper presented at the Annual Meeting of the College English Association (23rd, Pittsburgh, PA, March 27-29, 1992). Smudges on first page may affect legibility.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Environment, \*Controversial Issues (Course Content), English Instruction, Higher Education, Ideology, Political Issues, \*Politics, Student Motivation, \*Writing Instruction

Identifiers—\*Political Literature, Writing Contexts

One of the most interesting controversies in the theory of teaching composition and one that has profound consequences for classroom practice is the debate over "ideological" or "radical" pedagogy. In the minds of most mainstream Americans, an ideological education is associated with dictatorship and state control of education. Every pedagogy, to quote James Berlin (1988) "is imbricated in ideology—a set of tacit assumptions about what is real, what is good, what is impossible, and how power ought to be distributed." Attempting to avoid all controversy and all political discussion can lead to textbooks and classroom atmospheres that are hostile to the values of critical inquiry. A composition instructor, noting the boredom his students showed with their standard collection of essays, created, along with his students, a series of essay topics drawn from the most important problems facing society. Students' essays written in this manner were better in form and content. Another composition instructor experienced a "teaching epiphany" during a discussion of an essay concerning what motivated people to risk their lives to help save Jews from Nazis. As the students discussed what they would do, they recalled Martin Luther King's "Letter from Birmingham Jail," which addressed that very issue. A passionate and heated discussion ensued, which lasted to the end of the class period and spilled out into the hallway after class. Political literature can play an essential role in motivating students to think deeply, in teaching them to write better, and in preparing them for the world beyond the classroom. (RS)

**ED 359 510**

CS 213 878

*Rubenstein, Ilene And Others***Rx for Tutor Training.**

Pub Date—Mar 93

Note—21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Reports - Descriptive (141) —

RIE DEC 1993

Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Development, Higher Education, Paraprofessional Personnel, \*Peer Teaching, Program Descriptions, Role Playing, \*Training Methods, \*Tutorial Programs, \*Tutoring, \*Writing Instruction

Identifiers—Blooms Taxonomy, California State University Northridge

Tutor training programs in composition which emphasize interpersonal skills while offering concentrated correctness doses of mechanics and grammar are inherently limiting. While interpersonal skills are important, they only superficially address the complex situation of tutoring. A prescription for a healthy tutor program, one which would allow tutors to become paraprofessionals, must include measured doses of cognitive training. The tutoring program at the California State University (Northridge) combined Bloom's taxonomy into three "therapies": observation, interaction, and talk. Observation therapy is itself continuous and mirrors the peer collaboration techniques stressed in the program. Tutor trainees meet twice a week for a total of 3 hours. Once a month, the class is converted into a general meeting during which trainees and veteran tutors meet to discuss writing center experiences and issues and to engage in peripheral participation activities. Interaction therapy allows tutors to role play with the knowledge developed during observation therapy. Role playing emphasizes remembering and applying the generalizations and principles developed during observation treatment. Talk therapy, a tutor training course, focuses on the tutors' needs and allows the time for synthesis and evaluation by holistically and organically combining and recombining knowledge, comprehension, application, and analysis. Knowledgeable, well prepared tutors are needed, especially on campuses with rapidly growing diverse populations. (Two figures representing aspects of the tutor training program are included.) (RS)

**ED 359 511**

CS 213 880

*Slotsky, Sandra***The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.**

Pub Date—Apr 93

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*English Curriculum, \*Expository Writing, \*Personal Narratives, Theory Practice Relationship, Writing Across the Curriculum, Writing Improvement

Identifiers—Composition Theory, \*Personal Writing, Writing Contexts, \*Writing to Learn

National Writing Project reports show that writing process institutes and workshops have effected some positive changes in attitudes toward personal writing. The many teacher-written articles appearing in professional journals attest to the use and benefits of personal writing in the classroom. Nevertheless, there is still no evidence that whatever has taken place in writing or content-area classrooms as a whole in the last two decades has improved student writing or content-area learning. The lack of positive evidence from existing research as well as the absence of truly cogent research on the subject is striking and must, until proven otherwise, constitute negative evidence on the usefulness of personal writing. Much criticism of the personal narrative is coming from university researchers and scholars; K-12 teachers either have not raised their voices or, if they have, have not sought or found publication. Why are there so few teacher-written articles pointing out problems with an emphasis on experience-based writing? Perhaps highly touted pedagogical ideas cannot be evaluated by K-12 teachers until university researchers and scholars begin to criticize them. Professional organizations urgently need to find ways to encourage and present ongoing critical dialogues by K-12 teachers on the pedagogical beliefs and practices advocated by university researchers and scholars, no matter how reasonable and appealing these beliefs and practices may seem. (Contains 48 references.) (SAM)

**ED 359 512**

CS 213 883

*Shaffer, Pamela K.***Using Reader-Response Techniques To Teach Multicultural Writings in the Composition Classroom.**

Pub Date—Mar 93

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Environment, Cultural Awareness, Higher Education, \*Literary Criticism, \*Multicultural Education, \*Reader Response, Reading Writing Relationship, Teacher Role

Identifiers—Composition Theory, Fort Hays State University KS, Text Factors

In a composition classroom with a multicultural emphasis, reader response techniques can give students the chance to consider their own positions in the dominant culture, to confront racist attitudes within themselves, and to try to empathize with minority views. These techniques lead to a more student-centered classroom where students not only read and discuss texts, but also create their own. Applying reader response criticism helps to refocus the activities of the classroom from the teacher and the text to the interaction of the text with the reader—and thus to encourage students to take a more active role in interpreting texts. Such techniques are adaptable to works that are not necessarily literary. One such text, "Rereading America: Cultural Contexts for Critical Thinking and Writing," which focuses on important cultural myths (i.e., success, progress, gender, the melting pot, the model family) suggests a range of reader response exercises students and teachers can use to investigate ideas about in-group and out-group identity. Reader response techniques can be a useful way to allow students a stronger voice in their own learning. (SAM)

**ED 359 513**

CS 213 887

*Buffington, Nancy***When Teachers Aren't Nice: bell hooks and Feminist Pedagogy.**

Pub Date—Mar 93

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). "Bell Hooks" is an author whose name is consistently displayed in lower case letters.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Feminism, Higher Education, Teacher Effectiveness, \*Teacher Role, Teacher Student Relationship, Writing (Composition)

Identifiers—Composition Theory, \*Feminist Pedagogy, \*hooks (bell), University of Arizona Tucson

The recent "feminization" of composition theory and pedagogy has replaced the classroom figure of the authoritative father with an image of a nurturing mother. But as bell hooks and others insist, the classroom is inherently a place of struggle and conflict and the "real world" is even more so. Hooks offers concrete alternatives to the usual feminist approach. First, she insists that feminist teachers recognize how their roles as teachers give them power over students. Instead of resisting that power for fear of exercising domination, hooks argues that feminist teachers can use that power in ways that enrich the learning process. Hooks also insists on a unity of theory and practice. Rather than assuming that her approach will speak for itself, she explains to students from day one what will be different (i.e., not politically neutral) about her class. She uses a confrontational classroom style that encourages students to "come to voice" in a risky environment. This contradicts the image of the female teacher as maternal authority figure. And because hooks aims at making education "more rather than less real," she encourages students to relate what they are learning in class to their changing personal identities and then to place their own ideas in a more critical framework. Other feminist teachers affirm hooks' strategies by asserting that power and authority do belong in the feminist classroom and that power and struggle are vital parts of revolutionary feminist pedagogy. (SAM)

**ED 359 514**

CS 213 889

*Wiemelt, Jeffrey*

**Text, Context, and Shared Understandings: Refocusing on "Accountability" in Student Writing.**

Pub Date—Mar 93

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Audience Awareness, Higher Education, Interpersonal Relationship, \*Revision (Written Composition), \*Writing (Composition), Writing Research

Identifiers—Author Reader Relationship, Process Approach (Writing), Text Factors, \*Writing Contexts

A language-centered social interactionist approach toward writing and written communication involve writing and reading as acts of negotiation. Effective writing, which enables writers and readers to construct and share understanding, is a process of interpersonal contextualization. An analysis of the working drafts and revision of the introductory section of one student writer's text demonstrates how key textual features function reflexively to establish and sustain the rational grounds of writing and reading as sense-making social practices. An important pedagogical implication of this framework for understanding writing is that writer-reader classroom interactions need to be intensively text-centered, a concern too often neglected in current process-oriented instructional design. Developing writers need to witness the on-line effectiveness (or ineffectiveness) of their texts as rational accounts of the working contexts that enable readers to make sense of their efforts. (Contains 17 references.) (RS)

**ED 359 515**

CS 213 891

Purves, Alan C.

**Towards a Reevaluation of Reader Response and School Literature. Report Series 1.8.**

National Research Center on Literature Teaching and Learning, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—R117G10015

Note—24p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Environment, Cultural Context, \*Language Arts, Literature, Multicultural Education, \*Reader Response, \*Reader Text Relationship, Reading Writing Relationship, Secondary Education, Written Language

Identifiers—\*Aesthetic Reading, Author Reader Relationship, Educational Issues, Response to Literature

This paper reconsiders the nature of literature as a school subject. Musing on three anomalies that occur when language arts teachers consider their professions about school literature and what occurs in literature classrooms: (1) the anomaly of the text and the textbook; (2) the anomaly of the idolatry of naive readers whose heads have been "stuffed"; and (3) the anomalous role of the writer in literature and writing programs, the paper contends that these anomalies only serve to trivialize literature in schools. Exploring the nature of the "rules of the game" of school literature in the United States, the paper argues that school literature programs must treat literary texts as works of art and that literature programs need to be integrated into a broader context of the language arts. The paper questions the role of literature and literature education in American society and asserts that such a resource should serve as the cornerstone of education in a democratic society. The paper concludes that students must be helped to connect the way they read to the way they write, to develop a sense of pleasure in the medium of language and in the exploration of the culture of the writer and of the community of readers in the classroom. (Contains 19 references.) (SAM)

**ED 359 516**

CS 213 892

Allington, Richard L.

**Reducing the Risk: Integrated Language Arts in Restructured Elementary Schools. Report Series 1.9.**

National Research Center on Literature Teaching and Learning, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—R117G10015

Note—23p.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basal Reading, Classroom Environment, Curriculum Development, Elementary Education, Elementary Schools, \*High Risk Students, \*Language Arts, \*Low Income, \*Remedial Programs, \*Remedial Reading

Identifiers—Elementary Secondary Education Act Title I

The lion's share of funding made available under Title I of the Elementary and Secondary Education Act (ESEA) was directed to schools that served large numbers of children from low-income families. In an attempt to quickly upgrade the quality of reading instruction in these schools, specialist teachers were hired to supplement the reading instruction offered in the regular classroom program (or the "first system" of education). The ESEA institutionalized compensatory education and fostered the emergence of the second system of education which now includes remedial programs in reading, writing, mathematics, special education programs for the "mildly handicapped," as well as other programs for at-risk students. The second system is now so pervasive that every public school incorporates one or more of its programs. But the second system has largely failed to improve education for children who find learning to read difficult. Unless the fundamentally flawed second system is replaced by an enhanced first system of regular education, the educational prospects for children who find learning to read difficult will not improve. The introduction of an integrated language arts effort may serve as a catalyst for rethinking the conventional wisdom that currently fragments curriculum, instruction, and professional responsibility for developing literacy in at-risk students. (A 31-item bibliography is attached.) (SAM)

**ED 359 517**

CS 213 901

Howell, Charles

**Proposal for an Advanced Writing Course—Perspectives on Professional Knowledge.**

Pub Date—Apr 93

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Course Descriptions, Higher Education, \*Professional Education, Program Implementation, \*Rhetoric, \*Teaching Methods, \*Writing (Composition), \*Writing Instruction

Identifiers—\*Professional Concerns, \*Syracuse University NY, Writing Contexts

This paper presents a proposal for "Perspectives on Professional Knowledge," a course designed to introduce junior-level Syracuse University students to rhetorical and linguistic concepts as tools for the examination of professional knowledge and professional education. The paper briefly describes the course and discusses the relationship of the proposed course to Syracuse's current junior- and senior-level writing courses. The paper then discusses the rationale for the course, noting that the new course will provide an opportunity to develop teaching methods that focus on the specialized problems of literacy in undergraduate professional education. The paper includes an example of a mechanical engineering student who demonstrates the need to read professional literature from a rhetorical perspective. The paper concludes with curricular design principles for the proposed course and a discussion of problems of implementation. (RS)

**ED 359 518**

CS 213 902

Moran, Michael G.

**The Effect of Budget Cuts at the University of Georgia.**

Pub Date—Mar 93

Note—9p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Budgets, College English, \*College Faculty, Educational Finance, \*English Departments, Higher Education, \*Retrenchment, \*Teaching Assistants, Writing Instruction

Identifiers—Faculty Attitudes, \*University of Georgia

When budget cuts affected the English department at the University of Georgia in 1991, the writing program was never cut sharply but did suffer in three important ways: class sizes in the freshman program went up, the department replaced full-time with part-time faculty, and a new assistant professor of rhetoric was not hired. Now most freshman courses in English are taught by teaching assistants and some part-time instructors. The junior-level and graduate level writing courses are stretched because of lack of adequate faculty. The biggest change due to the recession is that teachers now must have more students per class. Despite attempts by the administration to manipulate the given situations, class size in freshman English crept up from 17 to 18 to 19, ending finally at 22, although the Dean tried to push it to 25. The recession changed the way part-time faculty were hired and retained, and also caused the university to impose a hiring freeze. This freeze caused the English department, which lost 8 professors out of 47 due to professors retiring or taking jobs elsewhere, to be hard hit. While that situation has seen some improvement, class sizes and fewer part-time instructors are difficult problems that are not going away, since it may be 3 more years before funding returns to pre-recession levels. (HB)

**ED 359 519**

CS 213 904

Wadden, Jerry M.

**Language Arts Grades 6-12. Program Evaluation****1992-93. Focus on Program Evaluation 93-144.**

Des Moines Public Schools, IA. Teaching and Learning Div.

Pub Date—13 Jul 93

Note—50p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Curriculum Development, Educational Objectives, Intermediate Grades, \*Language Arts, Program Evaluation, Reading Material Selection, Secondary Education, Staff Development, \*Word Processing, \*Writing Instruction

Identifiers—\*Des Moines Public Schools IA

The Language Arts Supervisor of the Des Moines, Iowa Independent Community School District is responsible for supervising and coordinating all aspects of the middle and high school language arts program. Aspects of the program include curriculum development, instructional material selection and implementation, staff development, evaluation, and human resources. The primary budget expense is \$5,880,574 for the salaries and benefits of 143 language arts teachers. The major influence of technology in language arts is in how the word processor can be used to better teach the writing process and in how computers have revolutionized high school journalism. Language arts is taught to all students in a variety of ways so that all of these students are expected to learn and can learn. Increasing numbers of students are doing well on the district objectives-based tests, the composition tests, and the national tests. A community survey conducted in 1990 continues to show the importance the community places upon language arts. The number of students winning awards in language arts—English, drama, forensics, journalism, and speech—continues to grow. The need for computer stations in the classrooms remains the top priority for the future. "Vision 2005" offers Des Moines the challenge of becoming a nationally recognized 21st century school district. (Numerous tables and graphs of data are included.) (Author/RS)

**ED 359 520**

CS 213 905

Olds, Barbara M. Miller, Ronald L.

**A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing.**

Pub Date—Mar 93

Note—15p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Content Area Writing, Course Descriptions, \*Engineering Education, Higher Education, \*Humanities Instruction, Instructional Innovation, \*Interdisciplinary Approach, Models, \*Professional Education, Student Attitudes, Thematic Approach



## Identifiers—\*Colorado School of Mines

The "HumEn" (Humanities/Engineering Integration) program developed at the Colorado School of Mines integrates humanities and engineering through reading and writing. Through integrative reading and writing engineering students are led to make appropriate connections between the humanities and their technical work, connections that will carry over into their professional lives. A thematic approach links an introductory chemical engineering course with a humanities course and examines such issues as: the methods used by scientists, engineers and humanists; the world view necessary to produce science and technology; the value trade-offs inherent in a technological society; and the technical questions faced by engineering professionals. The course emphasizes class discussion, open-ended design projects, teamwork, and a variety of writing assignments, including a semester-long journal. Students involved in HumEn courses find the experience both rewarding and broadening, based on data collected over 5 years. Engineering students are interested in the questions raised by the humanities and they particularly appreciate an opportunity to read and write about literature, history, philosophy, and drama in the context of their engineering discourse community. (The HumEn Integrated Course syllabus and four figures of data are included.) (RS)

ED 359 521 CS 213 907

Calabrese, Joseph

## Problems in Lectureships at the University of Nevada, Reno.

Pub Date—Mar 93

Note—5p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*English Departments, Faculty College Relationship, \*Faculty Development, Higher Education, \*Professional Recognition, Teacher Employment Benefits, \*Teaching Conditions, Teaching Load, \*Tenure, Writing Instruction

Identifiers—\*Lecturers, \*University of Nevada

Reno  
While tenure-track faculty begin their careers with some sense of what they will teach, what they will earn, and how they will be promoted, lecturers are not allowed such assurances. In the early days, lecturers in the English Department at the University of Nevada Reno (UNR) taught basic composition courses, four per semester unless they were doing something else in the way of service. Now the teaching load varies. Many faculty members, ignoring the fact that most lecturers have gotten good at teaching writing, expect them to jump at a chance to teach literature. Whereas lecturers used to be evaluated primarily in teaching, now they are expected to publish. Lecturers' lack of certainty about their positions is exacerbated by promises of more equitable pay (current average is 20K a year), but as yet the money has not arrived. This uncertainty and inequity could be eliminated by development of a tenure procedure for lecturers. Tenure would not preclude the stipulation that a lecturer's primary task is teaching, not research. It would change nothing but the unfairness of the present system. (SAM)

ED 359 522 CS 213 908

Hawisher, Gail E., Ed. Selfe, Cynthia L., Ed.

## CCCC: Bibliography of Composition and Rhetoric,

1991.

Conference on Coll. Composition and Communication, Urbana, Ill.

Report No.—ISBN-0-8093-1892-X; ISSN-1046-

0675

Pub Date—93

Note—234p.

Available from—Order Department, Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 (cloth—ISBN-0-8093-1892-X, \$29.95; paper—ISBN-0-8093-1893-8, \$19.95, plus \$2.75 postage/handling).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, \*College English, English Instruction, Higher Education, \*Rhetoric, Scholarship, Student Evaluation, Teaching Methods, \*Verbal Communication, \*Writing (Composition), \*Writing Research

## Identifiers—English Teachers, Research Synthesis

Focusing on work of interest to college English teachers and researchers, this book offers an annual classified listing of scholarship on written English at the college level. The book cites 1,925 articles, books, dissertations, and papers that, with few exceptions, were published during the 1991 calendar year. The bibliography lists each work only once, but it descriptively annotates all citations, cross-references them when appropriate, and indexes all authors and editors. It includes works that treat written communication, the processes whereby human beings compose and understand written messages, and methods of teaching people to communicate effectively. Listings are in five categories: bibliographies and checklists; theory and research; teacher education, administration, and social roles; curriculum; and testing, measurement, and evaluation. A subject index and name index conclude the volume. (RS)

ED 359 523 CS 213 909

Rubin, Donaloe

## Gender Influences: Reading Student Texts. Studies in Writing &amp; Rhetoric.

Conference on Coll. Composition and Communication, Urbana, Ill.

Report No.—ISBN-0-8093-1866-0

Pub Date—93

Note—175p.

Available from—Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 (\$12.95 plus \$2.75 postage/handling).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Evaluation Problems, \*Freshman Composition, Higher Education, Reader Response, \*Sex Bias, \*Student Evaluation, Teacher Expectations of Students, Teacher Response, \*Writing Evaluation, Writing Teachers

Identifiers—\*Gender Issues, Reader Writer Relationship, Reading Behavior

Demonstrating that gender perceptions and expectations can influence assessment decisions that seem neutral on the surface, this book examines the responses of 31 freshman composition teachers to student writing. The book shows the negative effects of gender biases on assessment. For writing instructors to increase their sensitivity to gender issues in assessment, the book recommends that they self-consciously engage in "responsive reading" that occurs when the teacher reads with an eye toward providing supportive feedback and dialectic exchange. Chapters in the book are: (1) Gender and Reading: Theoretical Indications; (2) Gender Patterns: Reading Student Texts; (3) Gender and Writing Teachers: The Maternal Paradigm; and (4) Gender and Teaching Writing: Conclusions, Implications, and Guidelines. A brief discussion of reader response theorists, seven student essays, and oral responses are attached. (RS)

ED 359 524 CS 213 910

Zurbrugg, Nicholas

## The Parameters of Postmodernism.

Report No.—ISBN-0-8093-1887-3

Pub Date—93

Note—200p.

Available from—Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 (paperback: ISBN-0-8093-1887-3, \$12.95; clothbound: ISBN-0-8093-1852-0, \$19.95; add \$2.75 postage/handling).

Pub Type—Opinion Papers (120) — Books (010)

Document Not Available from EDRS.

Descriptors—Aesthetic Values, \*Art, Cultural Activities, \*Cultural Context, Discourse Analysis, \*Literary Criticism, Literary Genres, Theories

Identifiers—Artistic Style, \*Cultural Studies, Multimedia Performances, \*Postmodernism (Literature)

Hypothesizing that the tendency to define postmodern culture negatively derives from overliterary and undercritical responses to European theorists, this book of essays identifies the wide parameters of postmodernism. The book demonstrates that the literary and artistic temper of the postmodern condition in Europe and America cannot adequately be understood unless the negative generalizations are complemented with the more positive implications of the innovative creative practices characterizing the multimedia experiments of composer John Cage and other avant-garde artists. Some of the 75 foot-noted essays in the book are: "Anti-Art or Ante-Art?"; "Deploping/Exploring Hyperspace: Jameson and Cage"; "Beckett, Brecht, and the

Groan of the Text"; "Cage and Consumption"; "Postmodernism's Purist Aesthetic"; "Rainer and the Re-turn to Identity"; "Cage, Wolf, and the Re-turn of the Third Alternative"; "Independent Internationalism: Finlay and Lax"; and "Burt, Wendt, and the Positive Parameters of Postmodernism." The essays are meant to encourage the reader/student to consider present practices in a more critical and discriminating manner—postmodern culture requires empirical analysis. (RS)

ED 359 525 CS 213 913

Albrecht, Lisa

## Tenured, Out and Still Composed.

Pub Date—Apr 93

Note—7p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). Best available copy.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Liberties, \*Faculty Promotion, Faculty Publishing, Higher Education, \*Homophobia, \*Lesbianism, Personal Narratives, Racial Bias, Social Isolation, Teacher Student Relationship, \*Tenure

Identifiers—Politically Correct Communication, University of Minnesota Minneapolis

In a personal account, a now-tenured English and Women's Studies professor at the University of Minnesota recounts the difficulties involved in identifying herself as a lesbian with her students, fellow faculty, and college administrators. As she moved toward tenure review, her college hired the only dean of color in the university. This dean became her ally because he understood the politics of difference. Although she asserts that all scholarship is political, because she does not see composition studies journals as vehicles for social change and activism, she has instead edited, collaborated on, and published in Women's Studies. The professor feels that to break the widely-held assumption that everyone is heterosexual, gay men and lesbians need to constantly "come out" as a way of defying the stereotypes that make them invisible. Looking at homophobia as similar to all other forces of oppression that limit peoples' lives and connecting fighting heterosexism to fighting racism is one way of defying dangerous stereotypes. (SAM)

ED 359 526 CS 213 914

Wasson, Karen L.

## Implementation of a Publishing Center To Enhance the Writing Process for Primary Students.

Pub Date—May 93

Note—78p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary School Students, Primary Education, Program Effectiveness, Student Attitudes, \*Student Motivation, \*Teacher Attitudes, Thinking Skills, \*Writing Attitudes, Writing for Publication, \*Writing Instruction

Identifiers—Children's Writing, \*Process Approach (Writing), Student Surveys

A practicum was designed to motivate primary students to increase the quantity and improve the quality of their writing. Publication of student works was the prime motivating factor. Other objectives were to develop in students a more positive attitude toward writing and gain the agreement of teachers that the publishing of their students' written work would enhance their classroom writing programs. After 12 weeks of the implementation of the publishing center, the quantity and quality of writing increased. Also, student surveys indicated a more positive attitude toward writing, and teachers agreed that the publication of students' works enhanced their writing programs. The publishing center will continue to operate in future years and will be expanded to include kindergarten and grades four and five. (One table of data is included; 28 references, an attitude survey for teachers, a writing attitude scale for students, a sign-up sheet for the publishing center, and a writing process handbook for teachers are attached.) (Author/RS)

ED 359 527 CS 213 915

Bump, Jerome

## Sexual Difference and Participatory Pedagogy.

Pub Date—Apr 93

Note—9p. Paper presented at the Annual Meeting of the Conference on College Composition and



Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Cooperative Learning, \*Electronic Mail, \*English Instruction, Higher Education, \*Homophobia, \*Honors Curriculum, Literature Appreciation, \*Racial Bias, \*Sex Stereotypes, Social Bias, Writing (Composition)

Identifiers—Computer Mediated Communication

The electronic classroom proved particularly effective in dealing with racism, sexism, and homophobia in an honors English class, in part because it facilitates teaching by modeling rather than by dominating. Synchronous software facilitates diversity better than the usual collaborative learning group whose goal of tailoring discussions to reach a consensus has been criticized as suppressing difference and enforcing conformity. Locating authority in individual readers enables self-disclosure that emphasizes differences. Focusing on emotional literacy, especially anger, reveals conflicts rather than agreement. As individuals generate their dissensus and focus on their emotions, they discover powerful emotional bonds which emphasize both their differences and their similarity. (Sample questions from and responses to an electronically administered course evaluation are included.) (SAM)

ED 359 528 CS 213 917

Mulvaney, Mary Kay

Two Negatives Equal a Positive: Semiotic Mediation in Peer Tutoring.

Pub Date—Apr 93

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, Grade 8, Higher Education, Junior High Schools, Junior High School Students, Language Role, Mathematics Instruction, \*Peer Teaching, Protocol Analysis, \*Tutoring

Identifiers—Academic Discourse, Bakhtin (Mikhail), Vygotsky (Lev S)

Peer tutoring sessions involving two eighth-grade girls were recorded and analyzed through a Vygotskian lens. A "microgenetic analysis" of particular protocol excerpts from the tutoring sessions was conducted. When a lapse of intersubjectivity existed, participants frequently launched into narrative as a mediating device to negotiate a shared sense of reality. When the tutee became capable of independently solving problems involving the scientific concept of operations with negative numbers, none of the verbiage, none of the semiotic mediators were necessary any longer. The role of language as a mediating factor in the learning process can be seen in the process of an anthropology undergraduate attempting to enter an academic discourse community. What is particularly intriguing are the multivoices within the presentation of the Native American ritual "Vision Quest." This phenomenon of multi-voices points to several Bakhtinian notions. In Vygotskian terms, all learning experiences are first inter-psychological or social in nature before they are internalized as a part of the intra-psychological plane of consciousness. (Excerpts from the undergraduate student's journal entries, a portion of a taped interview with the student, and an excerpt from the script are attached.) (RS)

ED 359 529 CS 213 918

Groote, Sabine

Can InterChange Write/Right Itself?

Pub Date—Apr 93

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Networks, \*Electronic Mail, Higher Education, \*Interpersonal Communication, Teacher Role, Writing Instruction

Identifiers—Communication Behavior, Computer Mediated Communication, \*Flaming (Computer Mediated Communication), Student Empowerment

When discussing "flaming" in relation to Inter-

Change, it makes sense to look at two meanings of the word, to make the connection between the ardent and uncontrollable nature of the comments themselves and the flagrancy with which the electronic medium asserts itself. For some teachers, a "flaming" InterChange threatens their position in the classroom and challenges their authority. The idea of the classroom as a nonflammable area seems to be desirable to many an instructor, in disregard of the fire that is raging outside of the safe and privileged setting of the computer classroom. InterChange can be an empowering experience for the students as well as the teacher. Flaming sessions tend to occur when students enter under a pseudonym and abuse the fact that they are completely invisible. During one such "flame," the other students and the instructor protected themselves and their writings by indirectly excluding the flamer from the discussion. However, in a session on the exploitation of women in beer commercials, the traditional power structures were reinforced and the exchange became hostile. The instructor incorporated the transcript of the flaming session as a primary text and had the students discuss the transcript during the next InterChange session. Used as a primary text, InterChange holds a lot of potential as a teaching tool. Teachers should not extinguish the flames but turn down the walls that separate the classrooms and the outside world where flaming is a fact of life. (RS)

ED 359 530 CS 213 920

Moneyhun, Clyde

Argument, Free Speech, and the Politics of Deliberation in the Composition Classroom.

Pub Date—3 Apr 93

Note—14p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Course Content, Democracy, English Instruction, Freedom of Speech, \*Freshman Composition, Higher Education, Ideology, Intellectual Freedom, Marxian Analysis, \*Political Issues, Teacher Attitudes, Textbook Content

Identifiers—Aristotle, \*Composition Theory, Marx (Karl), Writing Contexts

The classical marketplace metaphor for intellectual exchange forms the ideological basis for the way argument is still taught in composition classrooms, where supposedly students are being prepared to participate as full citizens in an equal democracy. However, such a view of democratic citizenship, free speech, and argument is open to criticism for many reasons. Three chapters on argument from commonly used composition textbooks were analyzed for signs of this ideology. The textbooks described argument as practiced by equal participants on a level playing field. Participants must play by the rules, according to the texts. Facts and figures that are judged scientifically are privileged forms of information. The texts ask writers to move toward a consensus rather than become involved as interested partisans. Many teachers continue to believe in the myth of democratic participation. Karl Marx has critiqued such a position as being merely the veiled tricks of the ruling class to maintain control and power. Oppressed peoples must be convinced that they are not, in fact, oppressed. Preaching to economic and social subordinates that they are democratically "equal" to their oppressors is to obscure the truth of their situation and to deny them freedom and reality. Thus, teaching composition must be altered from its current dependence on the democratic myth to a model more in tune with the liberating tendencies of radical pedagogies. (Contains 15 references.) (HB)

ED 359 531 CS 213 921

Spiegel, Lisa A. Richardson, Maurine V.

Collaborative Strategies That Integrate the Language Arts for Cross-Age Learning.

Pub Date—[93]

Note—21p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, \*Cooperative Learning, \*Cross Age Teaching, Elementary Secondary Education, Integrated Activities, \*Language Arts, Peer Teaching, Program Descriptions, Units of Study

Identifiers—Student Empowerment

The use of peers has long been beneficial to students: especially useful are cross-age projects, where students in the elementary and secondary grades engage in a common unit featuring projects separate to each grade and whole group activities. Cross-age projects are workable with careful planning in advance among teacher and administrators. Finding an expendable, yet educationally sound, topic for cross-age grouping in the language arts classroom is perhaps the more difficult task. The topic itself should be chosen first with the elementary student in mind. Topics and their accompanying activities must be selected with care and specifically tailored to each grade level. One successful topic centered around Beatrix Potter and her classic tales featuring Peter Rabbit and other characters. A cross-age unit was designed to last 16 days, with 4 of those days combining both grades—first and eighth or seventh and second. Activities within the unit incorporated the language arts skills normally taught. For cross-age projects, students should be graded upon participation and the quality of the activities completed. Although time-consuming and sometimes difficult to plan, cross-age projects more than make up for their troubles to teachers in student enjoyment, empowerment, and achievement. (Four figures that illustrate the unit in full and describe a collaborative research paper activity, a list of activities for a "Peter Rabbit Day," and a list of questions for a book review/response activity are attached.) (RS)

ED 359 532 CS 213 922

Bruce, Bertram C., Ed. And Others

Network-Based Classrooms: Promises and Realities.

Report No.—ISBN-0-521-45702-5

Pub Date—93

Note—312p.

Available from—Order Department, Cambridge University Press, 40 W. 20th St., New York, NY 10011-4211 (paperback: ISBN-0-521-45702-5, \$19.95; hardback: ISBN-0-521-41636-1, \$59.95; add \$2 postage/handling).

Pub Type—Reports - Descriptive (141) — Books (010)

Document Not Available from EDRS.

Descriptors—Classroom Communication, \*Computer Networks, Higher Education, Program Descriptions, Program Evaluation, \*Writing (Composition), Writing Evaluation, \*Writing Instruction

Identifiers—\*Collaborative Writing, Computer Communication, \*Electronic Networks for Interaction, Writing Contexts

Exploring how new technologies and new pedagogies transform and are transformed by existing institutions, this book presents 14 essays that discuss network-based classrooms in which students use communications software on computer networks to converse in writing. The first part of the book discusses general themes and issues of the ENFI (Electronic Networks for Interaction) experiences. The second part presents ENFI theory and technology, and explores specific stories of how network-based classrooms developed in different settings. The third part of the book presents summative analyses of students' writing. Essays in the book are: "Innovation and Social Change" (Bertram C. Bruce); "A Situated Evaluation of ENFI" (Bertram C. Bruce and Joy Kreeft Peyton); "Understanding the Multiple Threads of Network-Based Classrooms" (Joy Kreeft Peyton and Bertram C. Bruce); "Pulling together the Threads: Themes and Issues in the Network-Based Classroom" (Joy Kreeft Peyton and Bertram C. Bruce); "The Origins of ENFI" (Trent Batson); "Student Authority and Teacher Freedom: ENFI at New York Institute of Technology" (Marshall Kremer); "Script Writing on a Computer Network: Quenching the Flames or Feeding the Fire?" (J. Douglas Miller); "Seeing Students as Writers" (Geoffrey Sirc and Thomas Reynolds); "The Origins of ENFI, Network Theory, and Computer-Based Collaborative Writing Instruction at the University of Texas" (Fred Kemp); "Why Write-Together-Concurrently on a Computer Network?" (Christine M. Neuwirth and others); "One ENFI Path: From Gallaudet to Distance Learning" (Diane Thompson); "Institutionalizing ENFI: One School Struggles to Implement ENFI across the Writing Program" (Michael Spitzer); "I'm Talking about Allen Bloom: Writing on the Network" (David Bartholomae); and "Designing a Writing Assessment to Support the Goals of the Project" (Mary Fowles). (RS)

## ED 359 533

CS 213 924

Capan, Mary Ann

## Multiple Voices in Young Adult Novels.

Pub Date—20 Nov 92

Note—9p; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reference Materials - Bibliographies (131) — Opinion Papers (120)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adolescent Literature, Annotated Bibliographies, Audience Awareness, \*Literary Devices, Literary Styles, Literature Appreciation, Secondary Education

Identifiers—Text Factors, \*Voice (Rhetoric)

A stylistic device that has been used by many authors over the years is to alternate the point of view between two or more characters. Authors of young adult novels choose this technique of multiple narrative voices for a variety of reasons. Multiple voices offer a challenge to many young adult readers because the point of view is much more complex than what they see in most young adult novels. Inexperienced or reluctant readers may not enjoy such books, but for other readers the shifting perspective can quicken the pace of the novel. (An annotated bibliography of 15 young adult novels using multiple voices is included.) (RS)

## ED 359 534

CS 213 925

Mowery, Diane

## The Phrase of the Phallic Feminine: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy.

Pub Date—Mar 93

Note—14p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Educational Philosophy, \*Feminism, Higher Education, \*Language Role, \*Teacher Role, Teaching Methods, Writing Instruction

Identifiers—\*Composition Theory, Feminist Criticism, \*Feminist Pedagogy, Poststructuralism, Psychoanalytic Theory

Theories of phallic authority outlined by Jacques Lacan, Sigmund Freud, and Luce Irigaray suggest that one can effectively undo authority only from a position of authority, a position that traps feminists within the very phallic economy they hope to subvert. Attempting to avoid this trap, feminist pedagogues have made a distinction between "bad" authority and "good" authority by assuming the role of the "nurturing mother" rather than the "authoritative father." This brand of feminist pedagogy remains as much a function of the phallic fantasy as does traditional pedagogy. The job of the pedagogy is to bring and keep student language within the lines of legitimacy. What these feminist pedagogies offer is a simple reversal of privilege, from the Father to the Mother, which leads nowhere new. What is needed is a different game entirely, a way out of the old stories, out of Oedipal subjectivity, out of the binary system itself. A pedagogy of laughter could mimic phallic authority in the classroom in a way that would not pervert its authenticity. Authority would then find itself enacted as a pedagogical performance—a parody or pastiche—informed by the notion that persons cannot be masters of a language that commands them. Authority would not be renounced, rather it would be enacted in a way that would expose its illusoriness. It would become laughable. (A 35-item bibliography is attached.) (SAM)

## ED 359 535

CS 213 926

Stieve, Edwin

## Breaking Down Gender Barriers: Theories into Practice.

Pub Date—Mar 93

Note—11p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Communication, Cognitive Style, \*Feminism, Higher Education,

Teacher Role, Theory Practice Relationship, Womens Studies, \*Writing (Composition), Writing Assignments, Writing Instruction

Identifiers—Gender (Language)

Breaking down gender barriers in composition and literature classrooms suggests that teachers rethink the forms of writing they demand of their students (e.g., argumentation and exposition) and that they encourage a wide range of approaches which account for gender-specific modes of writing and interpreting texts. Various writing assignments such as autobiography or business narratives can help students understand "ways of knowing" outside the often patriarchal hierarchy of corporations. Women's ways of knowing have not only helped expand the canon, they have helped to expand thinking about pedagogy, writing assignments, and about the roles of students and instructors themselves inside and outside the writing classroom. (A 35-item select bibliography is attached.) (SAM)

## ED 359 536

CS 213 927

Andres, Sophia

## Images Bridging Home and Academic Cultures.

Pub Date—Apr 93

Note—15p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Context, \*Cultural Differences, \*Educational Environment, \*Family Environment, Higher Education, \*Imagery, Literature Appreciation, Metaphors, Student Experience, Writing Instruction

Identifiers—\*Writing Development

Often students are unable to draw upon their personal worlds and individual experiences to enrich their writing, suggesting a disparity between home and academic cultures. In light of this apparent disparity, teachers must try to bridge the gap, a task that is possible when the teacher focuses on the germinal, emotional, and unifying qualities of images. The testimonies of numerous writers point out the powerful influence that a single image can be capable of producing, often becoming the germ of a story or novel. Images also capture, convey, and communicate emotions. Beginning with images from their own experiences, students can become the receptive and diffusive centers of concentric, ever-widening circles of cultural awareness. Specific kinds of assignments can encourage students to evoke images from their own experiences. Students can be asked to understand how the images of a story express the writer's or the character's emotional state. Excerpts from student papers show that they respond readily when asked about a story's images. Students should be challenged to center an entire written piece around an image chosen by them. A central image of a literary text can be studied in its relation to the entire text. By asking students to evoke images as the origins and centers of writing ranging from personal experience to argument, they are inspired to cultivate their voice and originality. (HB)

## ED 359 537

CS 213 928

Hertzel, Leo J., Ed. Schifsky, John P., Ed.

## Growing Up American: A Record.

College of St. Scholastica, Duluth, Minn.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—90

Note—91p.

Pub Type—Collected Works - General (020)

## EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Acculturation, Elementary Education, Elementary School Students, Elementary School Teachers, \*Fiction, Higher Education, Institutes (Training Programs), Language Arts, \*Literary Criticism, Literary Devices, \*Reader Response, Summer Programs, Thematic Approach, \*United States Literature

Identifiers—\*Response to Literature

This collection represents the record of a summer institute held in 1989 at the College of St. Scholastica in Duluth (Minnesota) in which 40 elementary school teachers and 4 college instructors read and discussed American fiction centering on the theme of initiation/challenge/change. After a beginning section which presents background information, the collection offers the following articles: "Life, Literature and Literary Criticism: Some Reflections"

(John P. Schifsky); "Five Answers to a Frowning Question" (Leo J. Hertzel); "Participants' Responses"; "Literature and Ethics in a Sixth Grade Classroom" (Cary Werner); "Confronting Our Beliefs: Literature and Human Experience" (Robert McKeown); and "Teaching Elementary School Children: Some Personal Values" (Jeanne Webb). The collection concludes with a list of the institute participants and an evaluator's report. (SAM)

## ED 359 538

CS 213 929

Tchudi, Stephen, Ed.

## The Astonishing Curriculum: Integrating Science and Humanities through Language.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-0210-7

Pub Date—93

Note—185p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 45078: \$4.95, \$6.95 nonmembers).

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020)

## EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Discovery Learning, Elementary Secondary Education, Fused Curriculum, Higher Education, \*Humanities Instruction, \*Integrated Activities, \*Interdisciplinary Approach, Language Arts, Language Role, \*Science Instruction, \*Writing Instruction

Identifiers—Knowledge Acquisition

This book probes the possibilities of interdisciplinary learning and integrated curriculum through the structuring and expressive powers of language. The 15 essays in the book explore the issues of bridging the gap between the two cultures of science and humanities, demystifying science for learners, teaching students to construct and explain their own knowledge, integrating science and humanities with society, and creating a language base for learning. After a prologue entitled "Little Children Lead the Way" (Adrian Peetoom), essays in the book are: "Making Things Visible" (Karen Gallas); "Integrating Language Arts and Math in the Primary Curriculum" (Jane Moore and others); "Talking about Babies and Ice Cubes: What Children and Teachers Do with Ideas and Language" (Mary H. Maguire and Lila F. Wolfe); "Creating Stories about Science through Art, Literature, and Drama" (Linda Prentice and Patricia Tefft Cousins); "When Decades Collide: An Interdisciplinary Approach to Research and Technology" (Kathy Mathers); "Students and Their Teachers Talking in the Middle School Science Classroom: What Does Their Discourse Mean?" (Pamela Sissi Carroll and Alejandro J. Gallard); "Science and Society: Escape to the Real World" (Betty Carvella and others); "Bridging the Gap between 'The Two Cultures'" (Erica Jacobs); "From Tourist to Storyteller: Reading and Writing Science" (Dawn Abt-Perkins and Gian Pagnucci); "Teaching on the Frontier: Language and Science" (David E. Goodney and Carol S. Long); "Spiders, Fireflies, and the Glow of Popular Science" (Roy F. Fox); "When Biology Meets English: Health Sciences in the 'Composition Classroom'" (Bruce Maylath); and "Understanding Technological Risk through Literature" (Judith Laurence Pastore). An epilogue entitled "Dry Bones" (Mike Pope) concludes the book. (RS)

## ED 359 539

CS 213 930

Vine, Harold A., Jr. Faust, Mark A.

## Situating Readers: Students Making Meaning of Literature.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-4476-4

Pub Date—93

Note—161p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 44764-3050; \$9.95 members, \$12.95 nonmembers).

Pub Type—Reports - Research (143) — Books (010)

## EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*English Instruction, Higher Education, High Schools, Literature Appreciation, \*Reader Response, Student Reaction, Student Writing Models, Writing Research

Identifiers—Aesthetic Reading, English Teachers, Student Empowerment

Using an approach developed and refined over a combined 44 years of teaching, this book encour-

ages literature teachers at the high school and college levels to empower their students as readers—and meaning-makers—of literature. The book presents results of a research study in which 288 students, ranging from junior high school to graduate school, responded in writing to the same 18-line poem. After an introductory section, the second section of the book presents in full the writings on the poem prepared by a dozen of these students and then examines the students' different approaches to accounting for the general situation of the poem, the particular situation, and the various voices that the students heard in the poem. The third section discusses what disempowers meaning making, what empowers meaning making and how teachers might empower readers in their classrooms. A concluding section presents continuing reflections. (RS)

**ED 359 540** CS 213 931

Copeland, Jeffrey S.  
**Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults.**  
National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-4622-8

Pub Date—93

Note—140p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 46228-3050; \$9.95 members, \$12.95 nonmembers).

Pub Type—Opinion Papers (120) — Guides — Classroom — Teacher (052)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Adolescents, Children, Elementary Secondary Education, Interviews, \*Personal Narratives, \*Poetry, \*Poets, Reader Text Relationship, Writing (Composition), \*Writing Processes Identifiers—Author Reader Relationship, Author Text Relationship, \*Writing for Children

Presenting informal interviews, this book opens a window into the writing processes, influences, work habits, and personal backgrounds of 16 poets who write for children and young adults. The interviews in the book provide not only critical discussions of poetry but also ideas about how teachers can help children understand poetry and enjoy writing their own. The poets interviewed in the book share the common belief that poetry for children should be fun, exciting, magical—and the poets disclose widely varied means of achieving this end. Poets interviewed in the book are: Arnold Adoff, Lilian Moore, Mel Glenn, Aileen Fisher, Karla Kuskin, Jimmy Santiago Baca, Mary Ann Hoberman, Myra Cohn Livingston, Valerie Worth, Lee Bennett Hopkins, X. J. Kennedy, Gary Soto, Eloise Greenfield, Barbara Juster Esbensen, William Cole, and Eve Merriam. (RS)

**ED 359 541** CS 213 932

**Ideas Plus: A Collection of Practical Teaching Ideas.** Book Eleven.  
National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-2270-1; ISSN-1042-5330

Pub Date—93

Note—59p.; For Book Ten, see CS 213 943.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 22701: \$5.95 members; \$7.95 nonmembers).

Pub Type—Guides — Classroom — Teacher (052)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Class Activities, Communication Skills, Creative Writing, Educational Games, Elementary School Students, Elementary Secondary Education, \*English Instruction, \*Language Arts, \*Language Usage, \*Learning Activities, \*Literature Appreciation, Secondary School Students, Student Motivation, Teaching Methods, Writing Exercises, Writing Improvement, \*Writing Instruction, Writing Processes

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of literature and writing. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration and include activities in which students choose their favorite trite expressions in poems by Coleridge and Shakespeare and then write ballad stanzas to illustrate those clichés; imagine that they are famous artists and write self-portraits; keep music journals; and make speeches on topics taken from recent magazines and newspapers. Activities in the second section, which

are designed to stimulate an appreciation and understanding of literature, require students to write their own versions of Swift's "A Modest Proposal"; create a literary poster that illustrates a passage the class has studied; give a five to seven minute talk in which they pretend to be movie directors describing how they would cast and shoot scenes in a given novel; engage in "inner and outer circle" discussions that allow only students from the outer circle to ask questions that those in the inner circle must answer. Teaching ideas in the third section provide various strategies for teaching different stages of the writing process. These include activities in which students pretend they are on vacation and write three humorous postcards; write romantic short stories; create a pre-writing "memory chain" about persons from their pasts; and keep a class journal in which everyone makes entries. (SAM)

**ED 359 542** CS 213 933

Metzgar, Judith  
**A Survey of the Writing Needs of Graduates of Two Selected Community College Programs of Study.**  
Curriculum and Program Planning Seminar.

Pub Date—Oct 92

Note—103p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses — Practicum Papers (043) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—College Graduates, Community Colleges, Comparative Analysis, Criminal Law, Curriculum Evaluation, Drafting, \*Educational Needs, Surveys, \*Technical Writing, Two Year Colleges, Writing Research

Identifiers—Criminal Justice, Westmoreland County Community College PA, \*Writing Contexts

A study identified and compared writing needs of graduates of Criminal Justice and Drafting and Design programs at Westmoreland County, Pennsylvania, Community College (WCCC). Subjects, 115 graduates of the programs from 1972 through 1990, completed surveys. A total of 310 questionnaires were sent, for a return rate of 37%. Results indicated that: (1) writing is important to graduates of both programs, but significantly more (95%) WCCC criminal justice (CRJ) graduates than drafting and design graduates (40.9%) rated writing very important; (2) 95% of the CRJ graduates reported writing on the job every day compared to 63.6% of drafting graduates; (3) a significantly larger proportion of CRJ graduates reported preparing narratives, formal reports, and letters; (4) a significantly larger proportion of drafting graduates reported preparing instructions; (5) a significantly larger proportion of CRJ graduates than drafting graduates reported writing for readers inside their organizations; (6) 89% of graduates of both programs rated accuracy, clarity, and organization as very important; and (7) 90% of the CRJ graduates compared to 45.5% of drafting graduates recommended a second-level college writing course specifically targeted at their field. Findings suggest that writing is an important and frequent on-the-job activity of both groups. Recommendations include implementation of a writing course designed specifically for criminal justice majors and placement of more emphasis upon the importance of writing to all graduates of technical programs. (Twelve tables and 9 figures of data are included; 20 references, the pre-contact letter, the cover letter and questionnaire, and the follow-up postcard are attached.) (RS)

**ED 359 543** CS 213 934

Westcott, Warren, Ed. Westcott, Holly, Ed.  
**Carolina English Teacher 1992/1993.**  
South Carolina Council of Teachers of English, Columbia.

Pub Date—92

Note—54p.

Pub Type—Guides — Classroom — Teacher (052) — Collected Works — General (020)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Creative Writing, Elementary Secondary Education, \*English Instruction, Higher Education, \*Integrated Activities, \*Journal Writing, Language Arts, Literature Appreciation, \*Writing Instruction

Identifiers—English Teachers

This yearbook presents seven articles on topics of interest to teachers of language and literature at all levels, kindergarten through college. Articles are: "Fourth Grade Shakespeare" (Mary McNulty); "What's That There in Your Crystal Ball? Using Journals to Make Predictions" (Katie Wood); "The University English Professor in the High School En-

glish Classroom" (Stanley Rich); "Against 'Excellence': An Approach to Teaching Creative Writing" (David Starkey); "At the End: Moving towards Reading and Writing Integration in High School Language Arts" (P. L. Thomas); "Putting Correctness in Its Proper Place" (Donna M. Padgett); and "Literature Logs: A Tool for Dialogue and Response" (Laura S. Truesdale). Six book reviews conclude the yearbook. (RS)

**ED 359 544** CS 213 935

Coverzasi, Peter L.

**On Teaching Literary Classics.**

Pub Date—Nov 92

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Classroom Environment, English Curriculum, Higher Education, Literature Appreciation, Reader Response, \*Student Attitudes, Undergraduate Students, \*World Literature Identifiers—\*Aesthetic Reading, Bloom (Allan), \*Classics (Literature), Hirsch (E D)

Teaching a world literature class at a public college presented an opportunity to test Allan Bloom's and E. D. Hirsch, Jr.'s charges that today's college students are not only ignorant of great literature, but also ill-equipped to seriously consider such works. Beginning with a class survey of reading tastes and experiences, it was discovered that students shared an enthusiasm for reading but felt apprehension about demanding texts. Using a journey motif as a unifying theme allowed for misstarts and misinterpretations as students learned their way around classic texts. Student presentations established a pattern that was later used on midterm and final exams: students measured their values against those in the literary classic. In contradiction to Bloom's assumptions, students did profitably measure their own values against those expressed in the great book. Drawing on personal experience allows a measure for assessing great literature that should not be overlooked. Bloom and Hirsch notwithstanding, the contemporary student is open to the enrichment and illumination great literature offers. (SAM)

**ED 359 545** CS 213 936

Dupree, Ellen

**The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada?**

Pub Date—Apr 93

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141) — Opinion Papers (120)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Academic Rank (Professional), \*English Departments, English Instruction, Faculty Workload, Higher Education, \*Teacher Welfare, Tenure, Work Environment, \*Writing Instruction Identifiers—\*Lecturers, \*Professional Identity, University of Nevada Reno

The situation of the lecturers in the English Department at the University of Nevada Reno (UNR) is relevant to discussions of the conference on College Composition and Communication's Statement of Principles and Standards for the Postsecondary Teaching of Writing. A "second-tier" solution was implemented in 1981, and in 1993 the department consisted of 20 tenure-track faculty and a second tier of 9 lecturers. The department also has a fairly stable group of part-time instructors, hired on a semester basis. The lecturers have 3-year wrap around contract, benefits, and voting rights of regular faculty members except those regarding tenure issues. As the lecturers participate in department and university governance, they find themselves frustratingly both inside and outside the system: they are told that they have all the rights of faculty members, yet everyone knows that they belong to a group which is at a distinct disadvantage. Recently, lecturers were told that there was no money for mandatory raises, the State Board of Regents announced its intention to eliminate multiple-year contracts, and department needs dictate that they teach only literature courses. Situations such as that at UNR should not be accepted as alternative models but as temporary, transitional arrangements. The solution lies in replacing the single model of the research professor with various models based on the needs of the university in the 1990s. (RS)



## ED 359 546

CS 213 938

Steiner, Joan Naomi

**A Comparative Study of the Educational Stances of Madeline Hunter and James Britton. Concept Paper No. 6.**

National Council of Teachers of English, Urbana, Ill.

Pub Date—93

Note—87p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 07915: \$4.95 members, \$6.95 nonmembers).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Comparative Analysis, Curriculum Development, Decision Making, \*Educational Philosophy, Educational Research, Elementary Secondary Education, Higher Education, \*Metaphors, Models, Teacher Role

Identifiers—\*Britton (James), \*Hunter (Madeline)  
In this paper, the educational stances of Madeline Hunter and James Britton are revealed through metaphorical concepts evident in their texts. After an introductory chapter which serves as a statement of purpose, the second and third chapters compare Hunter's and Britton's metaphors for learning, curriculum development, teacher and student roles, and academic decision making. The fourth chapter of the paper traces the metaphors to sources. The last chapter compares the social and political implications of each stance in light of classroom dynamics, teaching, and language learning. Three figures illustrating aspects of their metaphors are included; 112 references and an appendix comparing Hunter's and Britton's educational stances are attached. (RS)

## ED 359 547

CS 213 939

Sperling, Melanie

**The Social Nature of Written Text: A Research-Based Review and Summary of Conceptual Issues in the Teaching of Writing. Concept Paper No. 8.**

National Council of Teachers of English, Urbana, Ill.

Pub Date—93

Note—66p.; NCTE Concept Paper Series.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 45078: \$4.95 member, \$6.95 nonmembers).

Pub Type—Information Analyses (070) — Opinion Papers (120)

**EDRS Price - MF01/PC03 Plus Postage.**Descriptors—Elementary Secondary Education, Literature Reviews, \*Social Influences, Theory Practice Relationship, \*Writing (Composition), \*Writing Instruction, \*Writing Research  
Identifiers—Writing Contexts, \*Writing Development

This paper reviews and summarizes research studies in writing and related language areas that help educators to understand how writing is socially based. The purpose of the paper is to cast classroom practice in the variously dim and gleaming lights of research and theory, linking practice, research, and theory by looking with a close-up lens at the ways in which writing and other language experiences inside and outside of school have been studied and explained. Using this lens, the paper first presents some theoretical perspectives on written language acquisition and development. Next, the paper reviews studies that investigate social contexts for writing development both in school and out. The paper then looks at studies of instructional practices in writing that are, from lesser to greater degrees, socially based. The paper concludes with a presentation of some "core concepts" which capture the ways in which some of the most promising instructional practices in writing are linked to social theories. Ten notes are included; 213 references are attached. (Author/RS)

## ED 359 548

CS 213 940

Dyson, Anne Haas

**Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds. Concept Paper No. 9.**

National Council of Teachers of English, Urbana, Ill.

Pub Date—93

Note—47p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL

61801-1096 (Stock No. 33037: \$4.95 member, \$6.95 nonmembers).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Curriculum Development, Language Usage, \*Literacy, Primary Education, Social Experience, \*Teacher Student Relationship, Urban Education, Writing Instruction

Identifiers—Children's Writing, \*Literacy as a Social Process

Exploring the concept of a "permeable" curriculum, this paper provides concrete examples of the social and cultural challenges of a curriculum that allows for the interplay between teachers' and children's language and experiences. The paper uses a recent study in an urban primary school to provide an illustration of the diverse kinds of social goals that energize young children's language use. The paper focuses on the children's composing, the diverse kinds of cultural material they draw upon, and the ways in which teachers may work to enact a permeable curriculum in which the worlds of teachers and children come together in instructionally powerful ways. The first section of the paper provides a perspective on children and on literacy in which children are social negotiators, addressing others as they explore and exploit the power of symbolic tools as social mediators. The next two sections feature the curricular negotiations of Eugenie (a second-grader), her peers, and her teachers. The final section of the paper elaborates on the theoretical substance of the permeable curriculum. Six figures presenting students' drawings and one table illustrating that words like "audience" and "sense" do not have generic meaning are included. Contains 55 references. (RS)

## ED 359 549

CS 213 941

Gonzalez, Roseann Duenas

**Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10.**

National Council of Teachers of English, Urbana, Ill.

Pub Date—93

Note—43p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 38098: \$4.95 member, \$6.95 nonmembers).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Failure, American Indians, Asian Americans, \*Child Advocacy, Educational Equity (Finance), Elementary Secondary Education, Higher Education, Hispanic Americans, Language Role, \*Minority Groups, \*Politics of Education, Racial Discrimination, \*Racial Factors

Identifiers—African Americans, \*Educational Issues, English Only Movement, Latinos, Native Americans

Painting a picture of the hostile environment in which racial and linguistic minority children live, this paper proposes how educators can become combatants against educational failure that is corrupting the futures and talents of millions of children of color. The paper focuses on the four federally recognized minorities—Latinos, African Americans, Asian Americans, and Native Americans—who make up approximately 95% of the minority population of the United States and who are underrepresented in educational and economic achievement and overrepresented in poverty, joblessness, educational failure and attrition. Sections of the paper discuss: how educators contribute to student failure; attacks on minority culture from the society at large; the "English only" movement; differential treatment established by traditional school funding; identification of the root cause; how educators can become advocates for minority students; and retrieving the dream of the civil rights movement of the 1960s. (Contains 71 references.) (RS)

## ED 359 550

CS 213 942

Calkins, Lucy McCormick Harwayne, Shelley

**Living between the Lines.**

Report No.—ISBN-0-435-08538-7

Pub Date—91

Note—328p.

Available from—Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801 (\$20 plus 10% of order shipping/handling).

Pub Type—Reports - Descriptive (141) — Guides

- Classroom - Teacher (052) — Books (010)

**Document Not Available from EDRS.**

Descriptors—Creative Writing, Elementary School Teachers, Elementary Secondary Education, Reading Instruction, Reading Writing Relationship, Secondary School Teachers, Writing Evaluation, Writing Improvement, \*Writing Instruction, \*Writing Workshops

Identifiers—\*Children's Writing, Writing Contexts

Intended for both experienced and novice K-12 teachers, this book invites teachers to bring new life into the reading-writing workshop and calls for teachers to push back the frontiers of their thinking about teaching writing and reading. The book includes chapters on establishing courses of study in which children read and write memoir, picture books, and nonfiction; the story of how writers' notebooks and a new focus on rehearsal have led to a major rethinking of the writing workshop; a look at the qualities of good writing; an introduction to literature and ways these texts can enrich classrooms; and an invitation to pioneer new ideas about conferring, record keeping, mini-lessons, and organizational structures for the workshop. Chapters in the book are: (1) Big Dreams and Tall Ambitions in the Teaching of Writing; (2) A Place for Writing and Reading; (3) Shared Stories Turn Classrooms into Communities; (4) The Notebook: A Tool for Writing and Living; (5) Rereading and Reflecting: Adding Growth Rings of Meaning to Our Writing; (6) From Notebooks to Projects; (7) Revision of Teaching; (8) When Writers Clear the Silts of Their World; (9) Silent Spaces and Study Groups in the Reading and Writing Workshop; (10) New Frontiers; (11) Picture Books and the Magic of "Once upon a Time"; (12) Memoir: Reading and Writing the Story of Our Lives; (13) And the Walls Come Tumbling Down: Bringing Our Lives to Nonfiction Research; (14) Learning to Confer in Ways That Last a Lifetime; (15) Records of Growth; (16) Hopes and Horizons: Understanding Our Children's Images of Good Writing; (17) Density in Writing: When Tests Take Writers and Readers on Significant Journeys; (18) On Loving Words; and (19) Nurturing Writing, Nurturing Teaching. (RS)

## ED 359 551

CS 213 943

**Ideas Plus: A Collection of Practical Teaching Ideas. Book Ten.**

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-2267-1; ISSN-1042-8330

Pub Date—92

Note—66p.; For Book Nine, see ED 335 698.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 22671: \$5.95 members, \$7.95 nonmembers).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Class Activities, Creative Writing, Educational Games, Elementary Secondary Education, \*English Instruction, \*Language Arts, \*Language Usage, \*Learning Activities, \*Literature Appreciation, Student Motivation, Teaching Methods, Writing Exercises, Writing Improvement, Writing Instruction, Writing Processes

Contributed by English teachers across the United States, the activities contained in this booklet are intended to promote the effective teaching of writing and literature. Teaching strategies offered in the first section of the booklet are designed to stimulate language exploration and include activities in which students write family newspapers that include the proper journalistic components; use clustering to write poetry; and use a variety of artistic media to illustrate the landscape of Dante's "Inferno." Activities in the second section, which are designed to stimulate an appreciation and understanding of literature, include discussions in which students cast actors to star in novels the class is studying; select a dozen powerful quotations from Alice Walker's "The Color Purple" and then investigate how Stephen Spielberg treated these passages in his film of the novel; and adopt journalistic roles that enable them to produce a historical newspaper from a time and place depicted in a novel. Teaching ideas in the third section provide the means for students to learn about various stages of the writing process. These include activities in which students become consumer reporters; engage in mocked-up conversations for practice in writing dialogue; and make "poetry earrings" by writing pithy metaphorical statements or haikus on small, rectangular pieces of paper. (SAM)

ED 359 552 CS 213 944

Graves, Donald H.

**Experiment with Fiction. The Reading/Writing Teacher's Companion Series.**

Report No.—ISBN-0-435-08485-2

Pub Date—89

Note—86p.

Available from—Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801 (ISBN-0-435-08485-2 \$10.50 plus 10% of order shipping/handling); Irwin Publishing, 1800 Steeles Ave. West, Concord, Ontario, Canada L4K 2P3 (ISBN-0-7725-1715-0).

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—\*Beginning Reading, Classroom Environment, \*Creative Writing, Elementary Education, \*Fiction, Learning Activities, Reading Instruction, Reading Writing Relationship, Writing Exercises, \*Writing Instruction

Identifiers—Children's Writing, Emergent Literacy

Showing how fiction is a natural genre for children, this book helps teachers experiment with 10-minute fictional occasions, write with the children, and meld work in writing fiction with the reading program. The book includes a series of "actions"—experiments for personal growth and discovery in the classroom. Chapters in the book are: (1) Experiment with Fiction; (2) Fiction Is for Us-First; (3) See How Writers Work with Fiction; (4) Experiment along with Children; (5) Respond to Children's Fiction; and (6) A New Look at Children's Fiction. (RS)

ED 359 553 CS 213 945

Hutchinson, Mary Anne

**The Composition Teacher as Drudge: The Pitfalls and Perils of Linking across the Disciplines.**

Pub Date—Mar 93

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Faculty, Faculty Development, Higher Education, Interdisciplinary Approach, \*Interprofessional Relationship, \*Writing Across the Curriculum, Writing Instruction

Identifiers—Educational Issues, Faculty Status

While the objectives of linking-across-the-curriculum may be laudable, the program as it has evolved only serves to perpetuate every existing stereotype about the place of composition in the curriculum and the role of the composition instructor in the academic setting. Instead of providing an arena in which students encounter shared knowledge between disciplines, it reinforces their perception that the so-called "content courses" are the "important" ones, and that composition is a necessary but tangential aspect of learning. It also puts the composition instructors back in their accustomed place: as Cinderellas who sit among the ashes while the content instructors go to the ball. Many content area instructors, unconsciously or consciously, encourage students in this attitude. They often view the composition teacher as a kind of superior copy editor, and the composition course as a dumping ground for whatever the content area instructors feel needs addressing. What needs to change is the mindset of the composition faculty as a whole. Composition faculty may be able to effect change simply by refusing to participate until the fundamental relationship between content and composition courses is restructured—either with real integration of two divergent disciplines, or by linking with their own content courses. (SR)

ED 359 554 CS 213 946

Whitney, Anne

**Art Therapy: What Does It Have To Say to Writing Teachers?**

Pub Date—24 Mar 93

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Art Therapy, Comparative Analysis, Higher Education, \*Self Expression, Student Reaction, \*Writing Instruction, Writing Teachers

Identifiers—Writing Contexts

The connections between art therapy and the teaching of writing are many. The process of art therapy is essentially art making followed by talk—a process that parallels the process of writing and reflecting about writing that is encouraged in writing classrooms. It is a process aimed at self discovery and consciousness, whether in a writing classroom or in art therapy. Students, writing about their writing, indicate that they are opened to feeling and often surprised by insight. Occasionally they report being changed by their writing. Individuals must differentiate their own voices from the great cultural voice, and they need encouragement and practice to do that. Providing the means for telling and reflecting on these stories is what a writing teacher can do, even within the context of an institution of higher learning and of a discipline. (SR)

ED 359 555 CS 213 947

Ediger, Marlow

**Middle School Pupils Write Haiku.**

Pub Date—[93]

Note—6p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary School Students, Grade 6, Haiku, Intermediate Grades, Lesson Plans, Literature Appreciation, Middle Schools, \*Poetry, Student Writing Models, \*Writing Instruction

Identifiers—\*Middle School Students

Pupils in the middle school can be motivated to enjoy and write haiku poetry. A student teacher taught two lessons to a sixth grade class in haiku writing. First, the student teacher read three haikus aloud to students. After discovering the characteristics of a haiku from two models, the class as a whole wrote a haiku based on slides from their social studies unit on the Middle East. Next, students wrote a haiku in large groups, and then with a peer. Students seemed thoroughly involved in their writing, and interest and frequency of participation were high. Finally, students wrote haikus as a homework challenge—and 22 of 25 students brought their poems to class the next day. Writing haikus can be one means of having learners develop their own ideas and put them into print. (SR)

ED 359 556 CS 213 948

Ediger, Marlow

**Middle School Pupils Write Tankas.**

Pub Date—93

Note—5p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary School Students, Intermediate Grades, Junior High Schools, Junior High School Students, Lesson Plans, Literature Appreciation, \*Middle Schools, \*Poetry, Student Writing Models, \*Writing Instruction

Identifiers—\*Middle School Students, Tanka

Middle school pupils tend to enjoy writing verse containing a selected number of syllables per line. A student teacher taught a unit on poetry writing which included a section on writing tanka verse—a 5-line form with five, seven, five, seven, and seven syllables per line. After discovering the characteristics of a tanka from a model, the class as a whole wrote a tanka. Next, students wrote a tanka with a peer, and shared some of their feelings when working with other pupils. Interest remained high as learners read their tankas to others in the classroom. Finally, students wrote tankas as a homework challenge—and 23 of 25 students brought tankas to school. Writing tankas can be one means of having learners develop their own ideas and put them into print. (SR)

ED 359 557 CS 213 949

McFarland, Deborah A.

**A Management System for Refocusing Student Writing through Personalization and Cooperative Learning.**

Pub Date—Jun 93

Note—78p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Cooperative Learning, High Schools, High School Students, Instructional Effectiveness, Student Attitudes, Student Participation, Writing (Composition), \*Writing Improvement, \*Writing Instruction, \*Writing Workshops

Identifiers—High School Sophomores, Student Sur-

veys, Teacher Surveys

The inability of students to become involved with writing assignments in two high-school sophomore honors classes was addressed at a writer's workshop by the implementation of collaborative learning, peer evaluation, conferencing, and broadened literature selection. Students responded to pre-workshop and post-workshop surveys to assess individual attitudes toward learning to write and writing abilities. Students were allowed to complete assignments in collaborative groups. Students were also allowed to choose the literature to be studied by the group. Results indicated increased interest in writing among the target group. Additionally, students in the target group demonstrated improved writing performance on the final writing project. Findings suggest that increased student participation in the selection of writing assignments and literature selections, along with interaction with peers on assignments, brought about improved performance on class writing assignments. (Twenty-six references and teacher and student survey instruments are attached.) (RS)

ED 359 558 CS 213 952

Williams, James D.

**Defining a Developmental Curriculum for a Pluralistic Society: The Administrative Challenges.**

Pub Date—Apr 93

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Administrator Role, \*Basic Writing, Course Content, Curriculum Development, Educational Trends, English (Second Language), English Departments, Higher Education, Minority Groups, Remedial Programs

Identifiers—Nonnative Speakers, Pluralism

College composition instructors have the opportunity to take a step toward meeting the needs of a pluralistic society by defining a developmental writing curriculum that incorporates the same strategies that characterize the mainstream writing classroom. The "cognitive deficiency model" that characterizes most instruction in developmental writing classrooms arose out of the experience of high attrition rates following the influx of unprepared minority students and working class students in the 1960s. Ironically, the model emerged not only as higher education was becoming more pluralistic but also as scholars were advocating a shift from a product-oriented, bottom-up model of composition instruction to a process-oriented, top-down model. Beginning in earnest in the mid 1970s, a wave of non-European immigration has increased markedly the number of nonnative English-speaking students in composition classes. Although their language skills are not equal to those of native speakers, most of these English-as-a-Second-Language (ESL) students cannot be classified as limited English proficient. Once in developmental writing classes, they face obstacles related to the cognitive deficiency model and a pedagogy that focuses on subskills rather than writing. Directors of composition programs must provide the stimulus to modify existing curricula and methods. Teachers need to devise and implement a standardized curriculum that is congruent with the theoretical approach the director sets for the program, a standardized curriculum that emphasizes the fundamental similarities among students striving to become better writers. (RS)

ED 359 559 CS 213 953

Braine, George

**ESL Students in Freshman English: An Evaluation of the Placement Options.**

Pub Date—[93]

Note—15p.

Pub Type—Opinion Papers (120) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basic Writing, College Freshmen, \*English (Second Language), English Departments, English Instruction, \*Foreign Students, \*Freshman Composition, Grouping (Instructional Purposes), Higher Education, Instructional Innovation, \*Mainstreaming, Student Needs, \*Student Placement

Identifiers—Nonnative Speakers

When English-as-a-Second-Language (ESL) stu-

dents were few and far between at college, they were absorbed into regular Freshman English courses designed for, and dominated by native speakers. However, it appears that ESL students are best served by placing them in classes specially designed for their needs, rather than mainstreaming them or placing them in basic writing classes. Despite more than a decade of research on ESL writing which points to the disadvantages of mainstreaming, it still appears to be the most common placement option. ESL and basic writers share certain characteristics; however, ESL writers often are fluent writers in their first languages and academically superior students. ESL students and basic writers also differ in their learning strategies. ESL students placed in basic writing courses might infer that they are being penalized for being culturally and/or linguistically different. Special classes for ESL students are offered at many larger campuses, but there are a number of reasons for not having such classes: (1) lack of sufficient ESL students to justify special classes; (2) special classes may be seen as remedial; (3) special classes could be seen as a form of segregation; and (4) problems in creating a new program. With the help of ESL specialists, English departments should be able to begin special classes for ESL students. Research of the effect of special ESL classes indicates that teachers and students were enthusiastic about the classes. Special classes in Freshman English will provide a sheltered environment for ESL students, allowing them to develop a sense of community with their peers. (Contains 16 references.) (RS)

#### ED 359 560 CS 213 955

**Ralston, Marion V.**  
**An Exchange of Gifts: A Storyteller's Handbook.**  
Report No.—ISBN-0-88751-040-X  
Pub Date—93

Note—96p; The Pippin Teacher's Library Series. Available from—Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801-3912 (\$12.50 plus 10% of order shipping/handling).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, Classroom Environment, Elementary Education, \*Folk Culture, \*Language Arts, Literature Appreciation, \*Oral Language, \*Story Telling, Teacher Student Relationship, Vocabulary Skills, Written Language

Identifiers—\*Folktales

With accounts of how telling children stories forged a special bond between teacher and child, this book provides practical guidance in the use of storytelling to enhance a language program, improve read-aloud sessions, develop oral and written communication skills, foster an appreciation of good literature, and stimulate the growth of active imaginations and rich vocabularies. Chapters in the book include the following: "The Beginning of the Quest;" "Storytelling in the Language Arts Program;" "A Starter List of Recommended Types of Oral Stories;" "Stories to Read Aloud;" and "Storytelling Activities." The book includes four appendices: appendix A provides a reading inventory to assist the teacher in evaluating the types of subject matter of most interest to individual students; appendix B presents a full annotated professional bibliography; appendix C provides an annotated list of participation titles and read-alouds for children of various ages; and appendix D presents a list of international folk tales. (SAM)

#### ED 359 561 CS 213 956

**Rishel, Thomas W.**  
**The Well-Tempered Mathematics Assignment.**  
Pub Date—Apr 93

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). Numerous handwritten comments on reproduced pages from student papers are of variable legibility.

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—College Mathematics, \*Content Area Writing, Higher Education, \*Mathematics Instruction, Student Writing Models, Writing Assignments

Identifiers—Writing Contexts, \*Writing Development, Writing to Learn  
Mathematics faculty around the United States are

using writing assignments in a variety of ways. A mathematics teacher at Alma College, Michigan, has students write mathematical autobiographies, keep a reading logbook, and write letters to other students about the course, letters to instructors about the topics, or about what they do not understand. Senior seminars at other institutions focus on famous equations, oral and written analyses of primary texts, or analysis of secondary texts. Calculus and pre-calculus lecturers also have found the usefulness of incorporating writing projects into their curricula. The writing assignments of a lecturer at Cornell University influence the structure of the dialogue he sets up with his students in a course entitled "From Space to Geometry." Serious mathematical and philosophical questions arise for the use of a seemingly trivial writing assignment—measure the height of a building and write the results as if a lab experiment were being explained. Discussions after completing the assignment usually lead to the realization that "mathematical methods" (such as Pythagorean Theorem) really do not work on a sphere such as the earth. Samples of students' writing throughout the course of the semester show how students can move from halting attempts to skillful use of language to explain mathematical concepts. Examples of other students' writing show the frustration that they can feel as they try to understand such concepts as a projection map. (RS)

#### ED 359 562 CS 213 958

**McAlexander, Patricia J.**  
**Mina Shaughnessy in the 1990s: Some Changing Answers in Basic Writing.**

Pub Date—2 Apr 93

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attention Deficit Disorders, \*Basic Writing, Higher Education, Hyperactivity, Learning Disabilities, Undergraduate Students, Writing Achievement, Writing Attitudes, \*Writing Difficulties, Writing Skills

Identifiers—\*Basic Writers, \*Shaughnessy (Mina)

Although Mina Shaughnessy remains influential in the basic writing field, her answers to the vital questions of who basic writers are and why they underachieve as writers are changing. Whether she intended to or not, Shaughnessy's book "Errors and Expectations" (published in 1977) was a major force in forming an image of basic writers as urban and of lower socio-economic status—aliens in academe, whose writing skills were weak and who were represented by a high percentage of minorities. She stressed their inexperience with standard English, with writing in general, with academic writing in particular. In the 1990s, the term "basic writer" is far more inclusive. Basic writers are described as diverse—different only from each other and coming from a variety of backgrounds. Four often interrelated reasons for writing underachievement are now stressed: (1) a more universal kind of inexperience among students, one cutting across socio-economic and dialectic lines; (2) the acknowledgement by educators of students' lack of interest in writing and reading; (3) the influence of biochemical irregularities (hypoactivity, hyperactivity, and attentional disorders) as factors in the low achievement of a number of students; and (4) the acknowledgement of the role of learning disabilities in basic writers' difficulties. Changing answers to Shaughnessy's questions will be influential forces in shaping basic writing programs as educators move further into the 1990s. (Contains 18 references.) (RS)

#### ED 359 563 CS 213 959

**Brooks, Randy M.**  
**A Collaborative Task Oriented Approach to Teaching Online Documentation.**

Pub Date—Mar 93

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Class Activities, College Students, \*Cooperative Learning, Documentation, Higher Education, Hypermedia, Information Sources,

\*Online Systems, Task Analysis, \*Technical Writing, Technological Advancement  
Identifiers—Clip Art, Team Learning Methods, Writing Contexts

This paper discusses obstacles to teaching online documentation and shares a collaborative approach to overcoming these obstacles. The paper describes three obstacles: (1) students have had limited access to online documents and hypertext systems; (2) standards and principles of effective design for online documents are not clearly established; and (3) developing online documents requires the complex integration of writing, analytical, and graphic design skills. The paper proposes a collaborative task oriented approach which draws on the variety of skills and interests of students working on various team projects. Elements of the collaborative approach described in the paper include: interaction with existing models; discovery of criteria for comparing online documents; a simple "clipart" group project; introduction to screen design; scripting hypermedia for ideal user interaction; and user testing for orientation and navigation. (RS)

#### ED 359 564 CS 213 961

**Duncan, Patricia McLeod, Alan**  
**Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books.**

Pub Date—Mar 93

Note—12p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescent Literature, \*Authors, \*Blacks, \*Characterization, Cultural Context, Ethnic Stereotypes, Fathers, Literature Appreciation, Novels, Parent Role, Secondary Education  
Identifiers—\*African Americans, \*Myers (Walter Dean)

Walter Dean Myers has gained distinction as an insightful and entertaining writer of imaginative adolescent literature that breaks stereotypes, tells stories of Blacks as people with complex dimension, and redefines the images of African Americans. Myers has written historical works, biography, novels for adolescents, plays, historical fiction, and mystery adventure. He is noted for: the emphasis he places on positive characters while overlooking neither negative ones nor reality; the range of dialects in his dialog; the different aspects of "coming of age" he addresses; and the manner in which he presents characters making choices. In contrast to stereotypical images of inner city African-American males, Myers presents a number of fathers who are positive role models. He is important not so much for the range of his writing as for presenting the story of African Americans in realistic but hopeful ways. Myers' message to young adults seems to be: discover your strengths, be proud of who you are and be responsible for your actions. (RS)

#### ED 359 565 CS 508 194

**Walsh, Kay D.**  
**Telling a Good Story: Origins of Broadcast Drama Criticism.**

Pub Date—17 Apr 93

Note—28p; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Historical Materials (060)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Audience Awareness, Broadcast Industry, Criticism, \*Cultural Context, \*Drama, Mass Media Role, Media Research, \*Periodicals, \*Popular Culture, \*Radio, Story Telling  
Identifiers—Historical Background, \*Media History, \*Radio Plays

To gain insight into how critical standards for broadcast drama evolved with time, this paper examines the critical response to the development of broadcast drama in the first two decades of radio (1920-1940), as reported in the periodical press. The paper is based on two underlying assumptions: (1) that the stories a society tells are indicative of that society's character and, therefore, worthy of examination; and (2) that criticism is worthy of consideration because it is part of the negotiation process that creates the broadcast stories and storytelling techniques. The sources examined included general circulation and specialty magazines, but excluded daily newspapers. The paper reports



that, after radio's first decade, specialized publications, such as "Broadcasting" and "Billboard," began to pay serious business-oriented attention to radio, in addition to the radio drama reviews that appeared in general interest magazines. The paper notes that American academics always tended to consider electronic communication more significant as a commercial enterprise than as an artistic endeavor. The paper relates that critics agreed, however, that radio-like other fictional forms—should not merely entertain, but should add some new dimension to the listener's body of knowledge, and that these notions of cultural uplift competed with concerns for socialization and education in that respect. The result was, according to the paper, that although the very idea of radio drama as an art was at issue with virtually all the critics throughout the 1930s, an enduring framework for broadcast criticism was constructed during the first two decades of commercial radio. (Contains 42 references.) (NKA)

ED 359 566

CS 508 197

Colby, Pamela A.

**From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television.**

Pub Date—Apr 93

Note—35p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Historical Materials (060)—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Children's Television, \*Commercial Television, \*Federal Regulation, Government Role, Media Research, \*Programming (Broadcast), \*Television Commercials

Identifiers—\*Educational Issues, Federal Communications Commission, Hot Wheels Cars (Game), Media Government Relationship, \*Program Length Commercials

From 1969 to 1993 the definition of program length commercials has not been consistent. The FCC's first involvement with program length commercials was in 1969 when "Hot Wheels," a cartoon based on Mattel Corporation's Hot Wheels cars, was alleged to be nothing more than a 30 minute commercial. The FCC made no formal ruling but did develop a vague definition of a program length commercial. In 1971, the FCC issued its first Notice of Inquiry and Notice of Proposed Rule Making regarding commercial content in children's programming. Response was tremendous, and the FCC concluded that broadcasters have a special obligation to serve the unique needs of children. No formal rulings were made by the FCC, who wanted the broadcast industry to regulate itself. A 1978 Notice of Inquiry only restated previous guidelines. In 1983, the FCC wanted to deregulate children's television, while Congress started a major effort to adopt legislation. The "Children's Television Education Act of 1983" was the first action taken by Congress. The ban on program length commercials was officially removed in 1984 and coincided with an increased number of program length commercials. With the passage of the "Children's Television Education Act of 1990" Congress attempted to force the Federal Communications Commission (FCC) to clarify their regulatory position. Less than 2 years after passage of the "Children's Television Act of 1990," the FCC is disregarding the definitions that it established. (One hundred sixty-four notes are included; 146 references are attached.) (RS)

ED 359 567

CS 508 203

Southard, Sherry

**Total Quality Management (Team Building and Cross Training): From Business to Academic and Back Again to Business.**

Pub Date—Mar 93

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

Pub Type—Speeches/Meeting Papers (150)—Guides—Classroom—Teacher (052)—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Business Administration Education, Higher Education, \*Management Systems, \*Organizational Communication, Problem Solving, Skill Development, \*Teamwork, Work Environment

Identifiers—Communication Behavior, \*Communication Strategies, \*Total Quality Management

Many of the theories about communicating effectively in corporate structures as well as the accompanying pedagogy do not pertain to changes in corporate structure and communication brought about by Total Quality Management (TQM). TQM creates a work environment in which employees need problem-solving skills and interpersonal skills that allow them to work well as part of a team. Team building enables employees to communicate, and "cross training" is a means of educating employees to provide varying levels of flexibility in the work environment. One way for students to understand teams is to consider the team processes of team charter, team functions, and team improvement. Students working together on classroom projects should use a charter to express in writing their core purpose and secondary purposes. Students need to discuss behavior standards that facilitate effective team functioning. Team improvement is a result of training, education, and development. Including "individual development plans" (a set of goals derived from job task requirements) as part of collaborative projects is a way to make sure that students participate in cross training and thus improve themselves and the functioning of the team. Learning about team building and cross training prepares students for the corporate environments they will encounter upon graduation. (Fifteen references, a list of the criteria for the Malcolm Baldrige National Quality award, a team master profile spider diagram, and a figure illustrating team processes are attached. (Contains 15 references.) (RS)

ED 359 568

CS 508 204

Dewis, Robert Lee, Wen-Shu

**Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content.**

Pub Date—Feb 93

Note—44p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Communication Research, \*Females, \*Persuasive Discourse, Research Methodology, Secondary Education, \*Secondary School Students, Smoking, Social Cognition

Identifiers—California (North), Health Communication, Issue Salience, \*Message Responses, \*Public Service Advertising

A study explored the impact on junior high school females of "don't smoke" public service announcements (PSAs) created by two groups of high school females. The study extended the research on relevance and persuasion by utilizing intimate issues, and by exploring the potential for increasing message relevance by using persuasive messages created by peer member focus groups. Four female smokers and four female non-smokers were recruited from a northern California suburban public high school. The two groups (working separately) decided on a scenario and a script to be videotaped for their respective PSAs. To measure responses to the PSAs, 217 eighth-grade students from a junior high school completed a questionnaire. Results indicated that: (1) female smokers rated the smokers group PSA to be more relevant and to be of greater perceived effectiveness than the nonsmokers group PSA; (2) female adolescents who have experimented with cigarette smoking did not perceive more relevance in the smokers group PSA than in the PSA created by the nonsmokers; however, (3) females who have experimented with smoking found the smokers group PSA to be significantly more effective than the nonsmokers group PSA. Findings suggest the contributions that can be made by those who are usually on the receiving end of pedagogy should be recognized and affirmed, and that further research is needed to distinguish between issue relevance and message relevance. (Eight tables of data are included; 31 references are attached.) (RS)

ED 359 569

CS 508 207

Olesen, Kirsten Britt

**Student Attitudes towards Rhetorical Criticism in Individual Events Competition.**

Pub Date—Apr 93

Note—22p.; Paper presented at the Meeting of the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150)—Re-

ports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, \*Debate, Debate Format, Higher Education, Questionnaires, \*Rhetorical Criticism, Sex Differences, \*Speech Communication, \*Student Attitudes

Identifiers—Intercollegiate Debate Topic, Michigan, Self Consciousness, Student Surveys

A study examined attitudes that discourage students from competing in rhetorical criticism forensic events. Subjects, 31 students at the Michigan Intercollegiate Speech Association state championship, completed a questionnaire. Results indicated that: (1) only 1 of the 11 subjects who had experience in competitive rhetorical criticism chose to stop participating in the event; (2) of the 20 respondents who had never competed, only 8 claimed that they believed a rhetorical criticism speech was too difficult to write; (3) gender differences apparently played no part in competitor apprehension; (4) several subjects indicated an influence of educational level, interests and exposure on participation in rhetorical criticism; (5) lack of understanding about the rhetorical criticism event appeared to be a primary reason for competitor avoidance; and (6) encouragement from coaches was a significant factor in a student's decision to pursue success in rhetorical criticism. Findings suggest that intercollegiate forensic coaches and facilitators need to provide ample encouragement to their students and decide exactly what rhetorical criticism is. (Twenty-three references are attached.) (RS)

ED 359 570

CS 508 208

Warren, Ron

**The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research.**

Pub Date—Feb 93

Note—30p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Advertising, Cognitive Development, Elementary Secondary Education, Literature Reviews, \*Mass Media Effects, Mass Media Role, \*Media Research, Research Needs, Research Utilization, \*Smoking, \*Young Children

Identifiers—Advertising Effectiveness, \*Content Regulation (Broadcasting), \*Joe Camel, Media Literacy

The Joe Camel campaign by RJR Nabisco began in 1990 in an attempt to increase the brand's sagging market share. Studies showed the campaign's appeal to young children and teenagers. In the debate that followed, several children's advocates renewed their appeals for restriction on cigarette ads. A review of the literature shows that children are at a disadvantage when confronted with television and its advertising content. Young children are more attracted by perceptual features of content, have difficulty processing all but the most explicit stimuli, and often cannot comprehend the meaning or intent of broadcast material. The government agencies that called for this research in the 1970s often ignored relevant findings when setting policy. Deregulated broadcasting of the 1980s led to a dramatic increase in the number of independent stations, children's programming, and children's advertising. The Camel campaign appealed to youngsters who read magazines like "Sports Illustrated" and saw Joe Camel on billboards and store windows. Rather than trying to guide policy, researchers should focus future work on more basic questions concerning the cognitive development of children, and how they process information from all mass media. Such study can explore the viewing and consumer situations young people face every day and how these situations trigger important steps in the cognitive development process. Such research would seem to have applications not only for school media literacy programs, but for parents wishing to raise an intelligent consumer. (Contains 120 references.) (Author/RS)

ED 359 571

CS 508 209

Novak, Donald E.

**Cultural Diversity: Preparing Communication Majors for the Real World.**

Pub Date—Feb 93

Note—35p.; Paper presented at the Annual Meeting of the Western States Communication Associ-

ation (64th, Albuquerque, NM, February 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Communication (Thought Transfer), Course Content, \*Cultural Awareness, \*Cultural Pluralism, \*Curriculum Development, Higher Education, Introductory Courses, Social Bias, \*Speech Communication, Undergraduate Students

Identifiers—Speech Communication Education, \*University of Alaska Fairbanks

The Department of Communication at the University of Alaska, Fairbanks restructured its major requirements to prepare majors for a multicultural world. After constructing a new mission statement, the faculty reviewed the requirements for its majors to see how much the current major requirements supported the mission. Four conclusions were reached. The faculty: (1) agreed that all majors should have exposure to issues related to cultural diversity; (2) concluded that a single exposure would not be enough for majors to be able to understand how cultural diversity affects the communication process across varying contexts; (3) broadened the concept of culture to include other diversity issues such as gender, ethnicity, age, ability, and sexual preference; and (4) set a goal to integrate all of this information surrounding diversity to the communication process itself, and therefore across the entire curriculum. Two new courses were established—a basic oral communication core course and a course called "Communication and Diversity." The dialog that emerged and is still continuing among the faculty regarding communication and diversity has clarified and identified issues that are central to the discipline. Restructuring was accomplished by integrating vertically and horizontally cultural diversity issues into every course in the curriculum. (The mission statement, new and old course requirements, and detailed syllabi for the two new courses are attached.) (RS)

**ED 359 572**

CS 508 210

Ellis, Kathleen

**Teacher Questioning Behavior and Student Learning: What Research Says to Teachers.**

Pub Date—Feb 93

Note—31p; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).

Pub Type—Information Analyses (070)—Guides—Classroom—Teacher (052)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Communication, Classroom Environment, Cognitive Development, \*Communication Research, Elementary School Students, Elementary School Teachers, Elementary Secondary Education, \*Instructional Improvement, Process Education, \*Questioning Techniques, Secondary School Students, Secondary School Teachers, Teacher Role, Theory-Practice Relationship, Values Education

Identifiers—\*Communication Behavior, Research Suggestions

This paper addresses the question, "What teacher questioning behaviors influence student learning?" It synthesizes research findings, explicates their prescriptive implications, and presents behavioral guidelines for teachers who wish to make informed choices about improving classroom questioning behavior. The paper examines and synthesizes research findings that focus on the following questions: (1) Does question-asking improve student learning? (2) What types of questions are most effective in the classroom? (3) What questioning behaviors are related to increases in student learning? (4) What questioning behaviors interfere with student learning? The paper also offers a theoretically based questioning strategy designed to promote student learning and a discussion of future directions for research from a communication perspective. A figure for a questioning model is included; a 49-item bibliography is attached. (Author/SAM)

**ED 359 573**

CS 508 211

McCall, Jeffrey M.

**The Media Workshop Hybrid in Media Education Reform.**

Pub Date—Apr 93

Note—17p; Paper presented at the Annual Meeting of the Broadcast Education Association (Las

Vegas, NV, April 16-19, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Curriculum Design, Experiential Learning, Higher Education, \*Mass Media, Program Descriptions, \*Programming (Broadcast), Workshops

Identifiers—\*Media Education

The media workshop and the media laboratory can fit meaningfully into the reforms of mass communication education, but there are distinct differences in their roles. The media workshop is a place where students can serve on-campus apprenticeships with a traditional media organization. The media laboratory is a futuristic media facility that encourages students to try new forms of media expression without the constraints of traditional industry practices and standards. Campuses that lack financial or staffing resources to create both might want to capitalize on the best aspects of a workshop and a laboratory in one media facility. One university campus has developed its over-the-air radio station that allows such a hybrid of the workshop and laboratory. The radio station is operated as a co-curricular arm of the Department of Communication Arts and Sciences. Of the approximately 160 students involved, no more than half are communication majors. Program blocks are reserved during each day for what are called "specialty shows." Information programming also allows students substantial opportunity to express themselves on issues they find relevant and significant. Public service and public affairs programs are part of the programming. Multimedia opportunities are being developed on campus with the growth of a new student cable television operation. Overall, the workshop overlay with laboratory form and content initiatives has proven successful in this particular university context and for this radio station. (RS)

**ED 359 574**

CS 508 212

Ali, M. Solaiman

**A Case Study of Two Foreign Students: Focus on Language Problems.**

Pub Date—16 Aug 93

Note—34p.

Pub Type—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*Communication Problems, Communication Research, \*Communication Skills, \*Coping, \*Foreign Students, Graduate Students, Higher Education, \*Language Role, \*Language Skills, Reading Skills, Second Language Learning, Undergraduate Students

Identifiers—Indiana University Bloomington, Indonesians, Malaysians

A case study examined the similarities and differences in the background characteristics, the nature and causes of the English language-based problems, and the coping strategies of two foreign students at Indiana University, Bloomington. Subjects were selected because they represented two different nationalities (Malaysian and Indonesian), genders, age groups, educational levels (graduate and undergraduate), fields of study, and colonial educational backgrounds. Data included responses to a questionnaire, personal interviews, classroom observation, and examination of student essays and lecture notes. Commonalities between the two cases were found in the following areas: speaking the Malay language which is the official language of both Indonesia and Malaysia; positive parental attitude and encouragement about learning English; the reasons for learning English; the nature and causes of English language-based problems; strategies used to overcome language problems and achieve academic success; perceived improvement in academic reading skills; and lack of perceived improvement in verbal and non-verbal communication. The two cases showed some major differences in their personal and academic backgrounds, reasons for learning English, and the amount of English instruction received. In spite of important differences, the language problems of the two cases did not significantly differ. (RS)

**ED 359 575**

CS 508 213

Fowler, Carol A. Ed.

**Speech Research Status Report, July-December 1992.**

Haskins Labs., New Haven, Conn.

Report No.—SR-111/112

Pub Date—92

Note—34p; For the January-June 1992 report, see ED 352 694.

Pub Type—Collected Works—General (020)—Reports—Research (143)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Articulation (Speech), Auditory Discrimination, Communication Research, Hebrew, Language Research, Metalinguistics, \*Music, \*Phonology, Primary Education, Reading Comprehension, Reading Processes, \*Speech Communication, Stuttering, \*Word Recognition, \*Written Language

Identifiers—Phonological Processing, \*Speech Research

One of a series of semi-annual reports, this publication contains 25 articles which report the status and progress of studies on the nature of speech, instruments for its investigation, and practical applications. Articles are as follows: "Acoustic Shards, Perceptual Glue" (Robert E. Remez and Philip E. Rubin); "F0 Gives Voicing Information Even with Unambiguous VOTs" (Doug Whalen); "Articulatory Phonology: An Overview" (Catherine P. Browman and Louis Goldstein); "Acoustic Evidence for Gestural Overlap in Consonant Sequences" (Elizabeth C. Zsiga); "Acoustic Evidence for the Development of Gestural Coordination in the Speech of 2-Year-Olds: A Longitudinal Study" (Elizabeth Whitney Goodell and Michael Studdert-Kennedy); "Gestures, Features, and Segments in Early Child Speech" (Michael Studdert-Kennedy and Elizabeth Whitney Goodell); "An Aerodynamic Evaluation of Parkinsonian Dysarthria: Laryngeal and Supralaryngeal Manifestations" (L. Carol Gracco and others); "Effects of Alterations in Auditory Feedback and Speech Rate on Stuttering Frequency" (Joseph Kalinowsky and others); "Phonetic Recoding of Phonologically Ambiguous Printed Words" (Ram Frost and Michael Kämpf); "Reading Consonants and Guessing Vowels: Visual Word Recognition in Hebrew Orthography" (Ram Frost and Shlomo Bentin); "The Reading Process Is Different for Different Orthographies: The Orthographic Depth Hypothesis" (Leonard Katz and Ram Frost); "An Examination of 'The Simple View of Reading'" (Lois G. Dreyer and Leonard Katz); "Phonological Awareness, Reading, and Reading Acquisition: A Survey and Appraisal of Current Knowledge" (Shlomo Bentin); "Morphological Analysis in Word Recognition" (Laurie B. Feldman and Darinka Andjelkovic); "Can Theories of Word Recognition Remain Stubbornly Nonphonological?" (Claudia Carello and others); "Poor Readers Are Not Easy to Fool: Comprehension of Adjectives with Exceptional Control Properties" (Paul Macaruso and others); "A Review of Daniel Reisberg (Ed.), 'Auditory Imagery'" (Bruno H. Repp); "A Review of Mari Reiss Jones and Susan Holleran (Eds.), 'Cognitive Bases of Musical Communication'" (Bruno H. Repp); "Diversity and Commonality in Music Performance: An Analysis of Timing Microstructure in Schumann's 'Traumerei'" (Bruno H. Repp); "A Review of 'Einführung in die deutsche Phonetik' by Ursula Hirschfeld" (Bruno H. Repp); "Music as Motion: A Synopsis of Alexander Trusli's (1938) 'Gestaltung und Bewegung in der Musik'" (Bruno H. Repp); "Objective Performance Analysis as a Tool for the Musical Detective" (Bruno H. Repp); "Some Empirical Observations on Sound Level Properties of Recorded Piano Tunes" (Bruno H. Repp); "Probing the Cognitive Representation of Musical Time: Structural Constraints on the Perception of Timing Perturbations" (Bruno H. Repp); and "A Review of Yoh'ichi Tohkura, Eric Vatikiotis-Bateson, and Yoshinori Sagisaka (Eds.), 'Speech Perception, Production and Linguistic Structure'" (Bruno H. Repp). (RS)

**ED 359 576**

CS 508 214

Lewkowicz, Corinne J. Liben, Lynn S.

**Deaf Children's Sex-Role Stereotypes as a Function of Language Ability.**

Pub Date—14 Apr 93

Note—9p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Childhood Attitudes, \*Cultural Context, \*Cultural Influences, \*Deafness, Elementary Education, Higher Education, \*Language Aptitude, Language Research, \*Sex Differences, Sex Role, \*Sex Stereotypes, Total Communication Identifiers—Gender (Language)

To examine the link between deaf children's language abilities and their knowledge of, attitudes toward, and self-endorsements of cultural gender

stereotypes, 46 deaf children between the ages of 5 and 12 years were given measures of gender-related attitudes, knowledge, and self-interest. Teachers were asked to rate children's ability with signed and oral communication and their relative reliance on the two systems. Results showed that deaf children are highly knowledgeable regarding cultural gender stereotypes from an early age, and that this knowledge is independent of language ability. Findings also suggest that gender-related attitudes develop independently of language ability. Language ability is, however, related to deaf children's gender-related self-endorsements, in that those children rated as having lower language abilities were more likely to endorse masculine occupations and activities. Further research should explore the possibility that linguistic ability is important in the dissolution of stereotypes, and should consider the relative contributions of verbal and nonverbal sources to gender stereotypes. (HB)

ED 359 577 CS 508 215

**As They Liked It: The Tragical-Comical-Pastoral Drama of Elizabethan Theatre. Curriculum Projects. The Huntington Theatre Company's Master Works Study in Shakespeare.**  
Huntington Theatre Co., Boston, MA.  
Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.  
Pub Date—Feb 93

Note—422p; Some of the handwritten and photocopied materials have several reproducibility problems.

Available from—Director of Education, Huntington Theatre Company, 264 Huntington Avenue, Boston, MA 02115.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Class Activities, \*Drama, \*Dramatics, High Schools, Learning Activities, Lesson Plans, Teaching Methods, Units of Study  
Identifiers—Elizabethan Drama, \*Shakespeare (William)

Developed by the participants of the Huntington Theatre Company's Master Works Study in Shakespeare, this collection presents single lesson plans and unit plans for teaching Elizabethan drama. The collection presents 12 lesson plans (spanning one or a few days of instruction) and 15 unit plans (ranging over several weeks) suitable for secondary school students of varying ability levels. "Hamlet," "Romeo and Juliet," and "Julius Caesar" each are the subject of several of the lesson plans and unit plans. (RS)

ED 359 578 CS 508 217

**Master Works of Aeschylus, Sophocles, and Euripides as Illuminated by Aristotle's "Poetics." Curriculum Projects, February 7-April 11, 1991. The Huntington Theatre Company's Master Works Study in Greek Drama.**

Huntington Theatre Co., Boston, MA.  
Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—91

Note—134p; Some of the material may not reproduce legibly due to faint or broken type.

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Class Activities, \*Classical Literature, \*Drama, \*Dramatics, \*English Instruction, Grade 8, \*Greek Literature, Junior High Schools, Junior High School Students, Learning Activities, Lesson Plans, Teaching Methods, Units of Study  
Identifiers—\*Classics (Literature), \*Greece (Ancient), Greek Culture

Developed by the participants of the Huntington Theatre Company's Master Works Study in Greek drama, this collection presents lesson plans and curriculum projects for teaching the master works of Greek drama. The collection offers 22 lesson plans or curriculum projects (ranging from one day to several weeks) suitable for secondary school students of varying ability levels. (RS)

ED 359 579 CS 508 218

**The Development of the Comic Spirit in 17th Century England from James Shirley to William Congreve. Curriculum Projects, April 7-June 16, 1992. The Huntington Theatre Company Master Works Study in Restoration Comedy.**

Huntington Theatre Co., Boston, MA.  
Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—92

Note—153p; Some of the materials may not reproduce legibly due to faint or broken type.

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Class Activities, \*Drama, \*Dramatics, \*English Instruction, Foreign Countries, Grade 8, Junior High Schools, Junior High School Students, Learning Activities, Lesson Plans, Literary Styles, \*Seventeenth Century Literature, Teaching Methods, Units of Study  
Identifiers—Aristotle, \*Classics (Literature), England, \*Restoration Comedy

Developed by the participants of the Huntington Theatre Company's Master Works Study in Restoration Comedy, this collection presents one-day lesson plans and curriculum projects for teaching Restoration comedy. The collection offers 15 one-day lesson plans and 15 curriculum projects (ranging over several weeks) suitable for secondary school students of varying ability levels. (RS)

ED 359 580 CS 508 221

**Ames, Ina Ruth. Research What You Love—and Get It Published Anyway.**

Pub Date—30 Oct 92

Note—11p; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Development, College Faculty, Faculty Development, \*Faculty Publishing, Higher Education, \*Publish or Perish Issue, \*Research Opportunities, \*Speech Communication, Writing for Publication

Identifiers—Professional Concerns, Professional Meetings, \*Research Suggestions, Scholarly Writing

The dual purpose of researching what an individual academic loves and using it for career advancement is a created possibility, not an organic outcome. Such possibilities can be created by using the following approaches: (1) research a subject of interest to yourself and then submit it to a population that is interested in the same material; (2) remember that a good research project is worthy of the highest form of recycling—reuse; (3) present a paper at one of the Speech Communication Association meetings and submit it to ERIC; (4) know who the audience might be for each type of research project; and (5) put a slant on the research (not the results) with the "spin" in vogue. Conducting research for publication is a joy and a delight when a person investigates a topic about which he or she is immensely curious. (A sample questionnaire about college speech communication programs is attached.) (SAM)

ED 359 581 CS 508 226

**Proctor, Russell F., II. Homework and Network: Applications for Communication Theory.**

Pub Date—15 Apr 93

Note—12p; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, \*Communication (Thought Transfer), Communication Skills, Criticism, Higher Education, Interpersonal Communication, Learning Activities, Persuasive Discourse, \*Student Writing Models, Theories, \*Writing Assignments

Identifiers—Northern Kentucky University  
An assignment that has proven successful in teaching "Communication Theories" (a senior-level capstone course at Northern Kentucky University) is "The Application Folder." The goal of the assignment is for students to apply concepts from the course in their everyday life. Students monitor and analyze what they watch, read, and hear, looking for opportunities to use course concepts to interpret the world. For each entry in the folder, students provide a copy or account of the item/event and an analysis of the item in terms of text and/or lecture concepts. Students are expected to pursue the project all term long. Grading is based on quantity, quality, and presentation. (Three examples designed by the instructor and offered to students with the assignment, and five sample student entries related to the issue of rhetorical sensitivity and based on newspaper cartoons are attached.) (RS)

tor and offered to students with the assignment, and five sample student entries related to the issue of rhetorical sensitivity and based on newspaper cartoons are attached.) (RS)

ED 359 582 CS 508 228

**Anderson, Carolyn M. And Others. Willingness To Collaborate as a New Communication Trait: Scale Development and a Predictive Model of Related Communication Traits.**

Pub Date—Apr 93

Note—35p; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Communication Skills, \*Cooperation, Higher Education, \*Interpersonal Communication, Models, Predictive Validity, Predictor Variables, Undergraduate Students

Identifiers—\*Communication Behavior, \*Willingness to Collaborate Trait Scale

A study created and examined a new communication trait—the willingness to collaborate. The Willingness to Collaborate Trait Scale was created. Scale reliability was demonstrated through analysis of internal consistency of the 13-item scale. A communication trait model predictive of trait willingness to collaborate was tested using 401 questionnaires completed by 201 communication students (each of whom recruited one other respondent) at a midwestern state university. A positive relationship was found for five communication traits: argumentativeness, interpersonal communication competency, attentiveness, willingness to communicate, and a relaxed style. A negative relationship was found for verbal aggressiveness. (Three tables of data are included; 61 references are attached.) (RS)

ED 359 583 CS 508 229

**Dickmeyer, Scott G. Givens, Alan. Quotational Choices in Impromptu Speaking: A Study in Student Preferences.**

Pub Date—1 May 93

Note—15p; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Communication Research, Higher Education, \*Persuasive Discourse, Sex Differences, Student Reaction

Identifiers—Debate Tournaments, Impromptu Speeches, Intercollegiate Debate Topic, Student Surveys

A study examined forensic competitor preference in choosing quotations for analysis in the event of impromptu speaking. Subjects were 62 competitors in one year and 59 competitors in the next year at an invitational tournament at a large midwestern university. The quotations for the tournament were divided into two groups. The first year, subjects chose quotations from "cynical" or "non-cynical" groups of quotations, and the second year, subjects chose from "humorous" or "non-humorous" groups of quotations. Results indicated that: (1) students had a preference in the types of quotations they chose to analyze; (2) topic choice was an indicator of advancement to the final round the first year but not the second year; and (3) no significant differences were found when gender difference was considered a variable for topic choice. Findings suggest that tournament directors should be concerned with the choice of quotations they offer to students. Future research should consider whether quotation length may affect choice. (Ten tables of data are included; 15 references are attached.) (RS)

ED 359 584 CS 508 230

**Bohlsen, Robert. The Micro Inductive-Reasoning Unit within the Basic Speech Course.**

Pub Date—Apr 93

Note—9p; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Cooperative Learn-



ing, Higher Education, \*Induction, Introductory Courses, \*Problem Solving, \*Speech Communication, Teacher Role, Teaching Methods, \*Thinking Skills, Units of Study

Identifiers—Speech Communication Education

An instructional approach to reasoning and critical thinking which fulfills behavioral objectives and retains a general educational perspective for the development of student knowledge and skills is the "micro inductive reasoning unit." In this approach neither subject matter nor propositions are prescribed. The teacher acts as facilitator in the implementation of the methods in the unit. The class begins the unit by trying to isolate problems which are relevant and immediate for class members. The class is divided into small groups of four to six students. Each group takes a topic from those that evolved and the members decide the best way to phrase a question that can be analyzed according to causes and solutions. Groups exchange questions and go through the process of problem-solution discussion. Students record consensus on the nature of the problem, causes, possible solutions, and advantages and disadvantages of each solution. The statement of the best solution becomes the proposition for debate. Each group divides into two groups of two or three members. One group now becomes the advocate of the proposition and argues for its adoption. The inductive reasoning unit in the basic speech course enables the fulfillment of legitimate behavioral and competitive argument. (Diagrams illustrating the micro-inductive approach and a chart describing parts of the unit are included.) (RS)

ED 359 585 CS 508 231

Trimble, Frank P.

**Video as Character: The Use of Video Technology in Theatrical Productions.**

Pub Date—Apr 93

Note—6p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Response, Creative Expression, Higher Education, \*Production Techniques, Technological Advancement, \*Theater Arts, \*Video Equipment

Identifiers—Joseph and the Amazing Technicolor Dreamcoat, \*Multimedia Technology, Technical Theater

The use of video images, tempered with good judgment and some restraint, can serve a stage play as opposed to stealing its thunder. An experienced director of university theater productions decided to try to incorporate video images into his production of "Joseph and the Amazing Technicolor Dreamcoat." The production drew from the works of Josef Svoboda, a Czechoslovakian scenic designer who spliced large format visual images into his stage productions. A liquid crystal display rear-screen projector was employed in "Joseph," and a later production of "Godspell" used a video wall, a stack of 16 monitors that could be used independently or in various configurations. A list of issues that can guide efforts to include video in stage plays include: whether the video technology will complement or compete with the script; whether the images can be created given technology, time constraints, and budget; the impact of the video images on the actors; the effect on the orchestra's execution of the score in the case of a musical production; and whether the audience will view the production as glorified television or a night at the movie theater. Using video technology is also a way to fully involve more individuals (students) in a production, as the demands for support staff are generally high. (RS)

ED 359 586 CS 508 232

Fielder, Christine And Others

**A Content Analysis and Survey Research Review To Determine the Effectiveness of College Image/Recruitment Videos: A Pilot Study.**

Pub Date—15 Apr 93

Note—40p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Content

Analysis, Higher Education, High Schools, High School Students, Media Research, \*Persuasive Discourse, Student Attitudes, \*Student Recruitment, \*Videotape Recordings

Identifiers—Message Responses, Rhetorical Strategies

Faced with a smaller pool of qualified high school graduates, American colleges and universities have been forced to adopt aggressive marketing and recruitment processes. One of the most often applied communication techniques is the production and distribution of image or recruitment videotapes, or video brochures. A study applied a content analysis and survey research to three collegiate recruitment videos to determine the overriding visual content and structure of the videos and attempted to test for their overall effectiveness in visual rhetorical power and message retention. Results indicated that the videos tended to follow a similar content and sequential pattern. Results also indicated that the visual messages presented toward the beginning of the video have the highest level of student message retention and play the largest role in influencing a student's choice of college. (Three tables of data are included; 24 references, a list of videos available, categories for content analysis, a survey instrument, four graphs of data, and four tables of data are attached.) (RS)

ED 359 587 CS 508 233

Dickmeyer, Scott G.

**Humor as an Instructional Practice: A Longitudinal Content Analysis of Humor Use in the Classroom.**

Pub Date—Apr 93

Note—23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, \*Classroom Environment, Classroom Research, Communication Research, Content Analysis, Elementary Secondary Education, Higher Education, \*Humor, Instructional Effectiveness, Longitudinal Studies, \*Teacher Behavior, Teacher Improvement, Teacher Student Relationship

Identifiers—\*Communication Strategies

A study analyzed the strengths and weaknesses of the use of humor in the classroom. A longitudinal content analysis of presentational and classroom studies from 1941 to 1991 was conducted. Earlier studies were included if they had been cited five or more times within articles on humor in the classroom. Scholars have argued that humor is a powerful tool in the creation of a classroom communication climate; reduces fears/anxieties of students; increases student interaction and participation; and makes the learning environment more enjoyable. Misuses of humor in the classroom may be more devastating than the advantages gained by creating an open environment. Damaging humor can occur even after an open climate has been created through the use of humor. Guidelines for the use of humor in the classroom include: (1) consider the teacher's presentational skills when planning the use of humor; (2) consider the audience; (3) consider the course material when planning to use humor; and (4) practice the humor on colleagues or family members. These are the primary concerns that the ethical teacher should consider when using humor in the classroom. (Contains 38 references.) (RS)

ED 359 588 CS 508 234

Hanson, Trudy L.

**Organizational Communication Feud.**

Pub Date—Apr 93

Note—5p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, \*Educational Games, Higher Education, \*Learning Activities, \*Organizations (Groups), Student Participation, Undergraduate Students

Identifiers—Gamesmanship, \*Organizational Culture, Student Surveys

A communication instructor designed the "Organizational Feud" game to emphasize the variety and pervasive influence of organizations upon students'

lives. In this game, students complete surveys indicating the organizations to which they belong and the values reflected in the organizations. The instructor codes the responses on the surveys and develops a profile of the organizations to which students belong and the organizations which are listed most frequently. The class is divided into two groups. Categories are announced and group members confer. The team correctly answering the initial category is given two more opportunities to score before the other team can respond. Scores are determined according to the frequency with which a response occurs. After competition as heated and excited as any televised version of the "Family Feud," the instructor and students discuss the impact of organizations in the student's everyday lives. (A sample criteria sheet used for scoring and the survey are attached.) (RS)

ED 359 589 CS 508 236

Comadena, Mark E. Semlak, William D.

**Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students.**

Pub Date—Apr 93

Note—16p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, \*Classroom Communication, Classroom Environment, Communication Research, Higher Education, \*Student Attitudes, Student Evaluation of Teacher Performance, \*Teacher Behavior, \*Teacher Effectiveness, Teaching Styles, Undergraduate Students

Identifiers—\*Communication Behavior, Communication Styles, \*Communicator Style

A study examined the classroom communication behaviors adult learners and traditional undergraduate students associate with highly effective and highly ineffective instructors. Subjects, 155 traditional undergraduate students (68 males and 87 females) and 95 adult learners (23 males and 71 females) at a large midwestern university, rated the communicator style and power bases used by either a highly effective or highly ineffective teacher. Results indicated that both groups of students agreed on the communicator style and power variables that characterize a bad teacher. However, the two groups differed in their perceptions of how good teachers communicate and use power in the classroom. (One table of data is included.) (Author/RS)

ED 359 590 CS 508 237

Myers, Scott A. Merkin, Rebecca

**Safe Sex and Compliance-Gaining Strategy Usage among College Students.**

Pub Date—Apr 93

Note—21p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, \*Compliance (Psychology), Higher Education, \*Sex Differences, \*Sexuality, Student Attitudes, \*Undergraduate Students

Identifiers—Communication Behavior, \*Communication Strategies, \*Compliance Gaining Strategies, Safe Sex Practices

A study examined the likelihood of using compliance-gaining strategies when engaging in safe-sex situations. A sample of 110 college students from a large midwestern university completed a 16-item questionnaire that utilized G. Marwell and D. Schmitt's compliance-gaining typology. Results indicated that female college students were significantly more likely than males to use nine of the strategies: threat, expertise-positive, expertise-negative, aversive stimulation, self-feeing-positive, self-feeing-negative, altercating-positive, altercating-negative, and altruism. Findings suggest that males and females differ somewhat in their use of compliance-gaining strategies when engaged in safe sex situations. Future research should investigate specifically the content of the communication. (Two tables of data are included; 22 references and the survey instrument are attached.) (Author/RS)

ED 359 591

CS 508 238

Smith, V. A.

**Teaching Oral Interpretation: A Reading Specialization Perspective.**

Pub Date—16 Apr 93

Note—7p; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Childrens Literature, \*Communication Skills, Course Content, Dramatics, Higher Education, Literature Appreciation, \*Oral Interpretation, \*Preservice Teacher Education, Reading Teachers

Identifiers—\*Texas A and M University Kingsville

For 3 years, Texas A and M University Kingsville (formerly Texas A and I University) has provided a basic oral interpretation course for teachers specializing in reading on the elementary level. After teaching the course once, the instructor decided to adapt the course to the needs of the students by using children's literature instead of adult literature for the performance assignments and emphasizing practical performance skills more and theory less. The course has become a service course whose goal is to stimulate the future teacher's interest in basic techniques of analysis and performance. The first few classes of the semester are a half-and-half mixture of lecture and reading lab. During the reading class, the instructor concentrates on vocal techniques while referring to points made in the appropriate text chapter. Performances from the text follow after discussion of the practical aspects of integrating the vocal and physical requirements. The instructor uses video modeling at this point. As the semester continues, students continue with performances of prose and poetry. The final assignment involves them in a group performance of some combination of prose, poetry, or drama. The final goal is to prepare these reading majors to be good models of classroom performance who will encourage an appreciation of literature in their students. (RS)

ED 359 592

CS 508 239

Thomsen, Steven R.

**A Worm in the Apple: Hollywood's Influence on the Public's Perception of Teachers.**

Pub Date—15 Apr 93

Note—28p; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Attitudes, Elementary School Teachers, Elementary Secondary Education, Fantasy, \*Films, Higher Education, Mass Media Role, Popular Culture, Public Schools, Secondary Education, Secondary School Teachers, Teacher Stereotypes, \*Teaching (Occupation), Teaching Conditions

Identifiers—Fantasy Theme Analysis, Opinion Polls

A study compared the portrayal of teachers in a sample selection of American movies with recent trends in the public perception and opinion of teachers, education, and the nation's public schools. E. G. Bormann's fantasy theme analysis was used to examine themes and myths developed in "Goodby Mr. Chips," "The Corn Is Green," "Blackboard Jungle," "The Prime of Miss Jean Brodie," "To Sir with Love," "Teachers," "Dead Poets Society," "Summer School," "Lean on Me," and "Stand and Deliver." The most frequent fantasy type in these films was "good versus evil," where the "good" teacher challenges the "evil"—other teachers and administrators. These "great teachers" are atypical—typical teachers in this myth are far from competent. A number of benchmark trends (based on the Gallup/Phi Delta Kappa polls conducted annually from 1969 to 1990) indicated that public perceptions of schools, teachers, and the teaching profession became increasingly less positive through the 1980s. Since it is difficult to make a causal link between the fantasy themes of the movies and the parallel trends in public opinion, cultivation theory and symbolic convergence theory offer a potential explication with at least face validity. Both theories suggest that repeated exposure to the myths and themes of the movies on teachers and teaching should influence an individual's perceptions of

teachers and school systems. Hollywood's influence has functioned as a worm in the apple—the fantasy myths in the movies analyzed closely parallel public perceptions. (Contains 54 references.) (RS)

## EA

ED 359 593

EA 024 612

Conley, David T.

**Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling.**

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-120-4

Pub Date—93

Contract—R188062004

Note—445p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 (\$19.95 prepaid; \$3 postage and handling on billed orders sent library rate).

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC18 Plus Postage.**

Descriptors—Collegiality, Curriculum, Educational Change, Educational Environment, Educational Technology, Elementary Secondary Education, Equal Education, Governance, Guidelines, \*Multicultural Education, Outcomes of Education, \*Program Implementation, Role Perception, School Community Relationship, \*School Personnel, \*School Restructuring, School Schedules

Identifiers—\*Caring, \*Educational Restructuring, Teacher Leadership

Designed as a guide for practitioners, this book draws on over 600 sources to discuss school restructuring definitions, trends, and issues; achievements of a few select schools; and implementation techniques and strategies. Two overarching, indirectly stated issues pervading the reconceptualization of schooling are multiculturalism and a caring school staff. The book is organized into four parts. Part 1, Rationale and Context, presents a historical context for restructuring and a summary of the current motivations for, and implications of, educational restructuring. Part 2, Changing Roles and Responsibilities, examines the evolution of new roles for essentially all the groups that participate in public education. Part 3, Dimensions of Restructuring, explores the concepts of incremental and discontinuous change and extensively discusses current school restructuring activities along 12 dimensions: learner outcomes, curriculum, instruction, assessment, learning environment, technology, school-community relations, time schedules, governance, teacher leadership, personnel definitions and roles, and working relationships. Part 4, Process of Restructuring, captures the lessons being learned about the restructuring process and presents examples of strategies and techniques. (Contains over 600 references.) (MLH)

ED 359 594

EA 024 614

Macdonald, Maritza B. Snyder, Jon

**Professional Accountability in a Learning-Centered Elementary School.**

Pub Date—92

Note—23p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Accountability, Classroom Techniques, Elementary Schools, Elementary School Students, Elementary School Teachers, \*Instructional Improvement, Learning Strategies, Primary Education, Public Schools, \*Teacher Effectiveness, \*Teacher Student Relationship, Teaching Methods, \*Urban Education

Identifiers—New York City Board of Education

Findings of a case study that examined professional accountability in an elementary classroom are presented in this paper. Classroom observation, document analysis, and postobservation conferences were used to examine the practices and beliefs of one female teacher of second and third graders at a multicultural public elementary school in New York City during the spring of 1991. The first section describes the explicit classroom interactions between the students and teacher, with a focus on the

accountability process. The second section discusses the teacher's own cognitive frames regarding her practice and organizes them in light of issues of accountability and pedagogical decisions. Findings suggest that the teacher's essential cognitive frame reflects a "learner orientation," which implies that her special knowledge of each student and her knowledge of the classroom community are at the center of her pedagogical decisions. The teacher exhibited four dimensions of professional accountability: a defined professional role; a sense of community and understanding of diversity; work grounded in children's experiences; and use of multiple accountability mechanisms. (Contains 24 references.) (LMI)

ED 359 595

EA 024 881

Wentworth, Eric

**Agents of Change: Exemplary Corporate Policies and Practices To Improve Education.**

Business Roundtable, Washington, DC.

Pub Date—[Jan 93]

Note—44p; Contains some small and low-contrast print. Photographs may not reproduce clearly. Available from—The Business Roundtable, 1615 L Street, N.W., Suite 1350, Washington, DC 20036. Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Responsibility, Case Studies, \*Change Agents, \*Educational Change, Elementary Secondary Education, Goal Orientation, Leadership Responsibility, Models, Partnerships in Education, Planning, Preschool Education, Public Policy, \*School Business Relationship, Staff Development

Identifiers—Chief Executive Officers, \*Commitment, \*Corporations, Empowerment, National Education Goals 1990

Major U.S. corporations are committed to enlarging their investments in systematic educational reforms. This publication describes some innovative company policies and presents four case studies (Hewlett Packard, Eastman Kodak, Coopers & Lybrand, and Fannie Mae) to illustrate full corporate commitment, which means more than vast expenditures. True commitment requires mobilization of people toward meaningful, measurable, systemic change; direct involvement for chief executives; employee encouragement and empowerment; and dedication to the Business Roundtable's nine educational effectiveness components and the National Governors Association's six National Education Goals. The committed corporation has dedicated leadership, asserts its commitment at all organizational levels, creates an internal environment for facilitating employee involvement in education as a corporate priority, invests in systemic change, and leverages direct assistance to schools through employee involvement and staff training. Companies can build their commitment to strengthening American education by starting at the top, spreading the word, assigning staff to develop educational policies, mobilizing employee volunteers, using staff to leverage their investments, leading or joining a coalition, planning effectively, and being patient and persistent. Included are an executive summary and a list of 12 resource organizations and 67 corporation contacts. (MLH)

ED 359 596

EA 024 946

Roberts, Jo

**Concerns and Development of Cohort Administrators: Foci and Stages.**

Pub Date—Apr 93

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Education, Educational Administration, Higher Education, \*Leadership, \*Leadership Training, Management Development, \*Principals, \*Professional Development

Identifiers—\*Beginning Principals, Gwinnett County School System GA, University of Georgia

Findings of a study that examined the concerns and professional development of beginning principals who participated in an administrator-preparation program are presented in this paper. The Leadership Enhancement and Development program (LEAD) is collaboratively developed and delivered by the University of Georgia and Gwinnett County schools. Methodology involved a survey of

53 program participants from four cohorts (from 1988-1991) and interviews with the 16 fourth-year participants now in leadership positions. Findings indicate that the cohort-prepared principals shared typical concerns and related developmental stages, both influenced somewhat by the cohort and special selection nature of the experience. The professional focus of the new educational leaders moved from administrative and management problems to people and pathology-of-schools issues, and finally to instruction and planning issues. Their time expenditures and mental focus developed within 3 years in the following stages—survival, control, routinization, educational leadership, and professional actualization. Recommendations are made for administrator preparation programs to increase awareness of the early career-concern pattern, to include guided field experiences and mentorships between new and successful principals, and to structure programs that take advantage of professional linkages. Two figures are included. (Contains 18 references.) (LMI)

**ED 359 597** EA 024 948

Christner, Catherine

**Austin's Priority Schools: Successful after 5 Years?**

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.—ORE-92-20

Pub Date—Apr 93

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, \*Disadvantaged, \*Disadvantaged Environment, \*Educational Assessment, \*Educational Change, \*Educational Improvement, \*Educational Quality, \*Elementary Education, \*Elementary Schools, \*Elementary School Students, \*Outcomes of Education

Identifiers—\*Austin Independent School District TX, \*Priority Schools

In spring 1987, the Austin School Board approved the current student assignment plan that returned most elementary students to neighborhood schools and created 16 predominantly minority schools with most students from low-income families. A 5-year plan implemented in each of the 16 schools contained the following components: full-day pre-kindergarten; a lowered pupil-teacher ratio at all grade levels; innovative funds; extra support staff; extra central-office support; and extensive first-year staff development. Findings indicate that the Priority Schools program created extensive changes in the 16 elementary schools. Each school has achieved success or is moving toward success in one or more areas. Although all schools demonstrated improvement, most have not demonstrated enough. None showed consistent achievement at the district average level. Thirteen schools utilized Chapter 1 improvement plans and five were unable to continue because their gains were not strong enough. The Priority Schools program is not a quick fix and is different for each school. Six figures and statistics summarizing priority schools' achievement are included. (LMI)

**ED 359 598** EA 024 949

Wilkinson, L. David And Others

**Distributive Information Systems for Campuses (DISC): Going Where No Profile Has Gone Before.**

Austin Independent School District, Tex.

Report No.—AISD-92-19

Pub Date—Apr 93

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Computers, \*Database Design, \*Database Management Systems, Data Processing, \*Elementary Secondary Education, \*Information Dissemination, \*Information Management, \*Information Needs, \*Information Networks, \*Information Processing, \*Management Information Systems, \*School Based Management

Identifiers—\*Austin Independent School District TX

This paper describes the first-year results of Distributive Information Systems for Campuses (DISC), a project implemented in the Austin Independent School District (Texas). The goal was to

increase the data access and information-generating capabilities of campuses by decentralizing data manipulation functions, while maintaining centralized data processing of major applications. A second project goal was to redesign student, school, and district profiles by consolidating reports into a single, comprehensive report, creating a permanent, online data file. Major outcomes include: (1) design and creation of a new school profile; (2) resolution of a number of issues involving the creation of a large data file and printing a profile report; (3) implementation of an individual student profile; and (4) provision of some simple applications to schools. Additional progress needs to be made in the areas of providing campus staff training, increasing the hardware on campus, identifying software that campuses can use, and arranging for support personnel. Five figures are included. Attachments include sample profiles, specifications, and a file format for Megafile. (LMI)

**ED 359 599** EA 024 950

Paredes, Vicente

**School Correlates with Student Persistence To Stay in School.**

Austin Independent School District, Tex.

Report No.—AISD-92-22

Pub Date—Apr 93

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Persistence, \*Dropout Rate, \*Dropouts, \*Educational Environment, \*Educational Improvement, \*Effective Schools Research, \*Organizational Climate, \*School Effectiveness, \*School Holding Power, \*Secondary Education, \*Student Attrition

Identifiers—\*Austin Independent School District TX

Findings of a study that examined the relationship between school climate and student persistence are presented in this paper. Two surveys were administered to teachers and students at 10 Austin, Texas, high schools. Three factors of school climate were investigated—teachers as professionals, goals for student learning, and school discipline and management. Findings indicate that schools with positive climates had higher achievement and lower dropout rates. The school climate variables most significantly related to student achievement were teacher expectations for student success and teachers' instructional goals. The findings support the idea that school climate is an important variable in school improvement. Two tables and five figures are included. The appendix contains school-climate survey items by factor. Five figures and two tables are included. (LMI)

**ED 359 600** EA 024 951

Holtzman, Wayne H., Ed.

**Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992).**

Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date—93

Note—56p.

Pub Type—Collected Works—Proceedings (021)—Guides—Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Ancillary School Services, \*Child Development, \*Community Coordination, \*Community Services, \*Elementary Secondary Education, \*Family School Relationship, \*Human Services, \*Outreach Programs, \*School Community Programs, \*Social Services

Identifiers—\*Texas

The purpose of the conference reported in this document was to share recent information about the nature and effectiveness of school-linked services; policy options for implementing neighborhood projects involving elementary and middle schools and their surrounding communities in Dallas, Houston, Austin and San Antonio; and future prospects for parent-teacher participation in education reform. Attention was focused on how traditional education could be integrated with a wide array of health and human services, both treatment and prevention, for which the school can serve as the locus of delivery. Addresses included: "A Fresh Look at Restructuring Schools," by Lionel R. Meno, the Texas Commissioner of Education; "Partnerships

for Participation and Progress," by Wilhelmina Delco of the Texas House of Representatives, and closing comments by Dr. Cora Marrett, professor of Sociology and African-American studies at the University of Wisconsin-Madison. The discussions from four workshops representing a given period of life and schooling—prenatal/preschool, elementary, middle, and high school—in which each workshop identified needs and made recommendations for service delivery, are summarized. Major themes addressed in the workshops included parent involvement and education, coordination of and collaboration among services school-based services, public awareness, and cultural sensitivity. A list of workshop participants is included. (LMI)

**ED 359 601** EA 024 987

Cook, Kathy Karr-Kidwell, PJ

**A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations.**

Pub Date—May 93

Note—51p.; Master's Professional Paper, Texas Woman's University. Appendices A, B, and F are marginally legible.

Pub Type—Dissertations/Theses—Masters Theses (042)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, \*Cooperative Learning, \*Inservice Teacher Education, \*Instructional Improvement, \*Junior High Schools, \*Peer Teaching, \*Professional Development, \*Program Implementation, \*Secondary School Students, \*Secondary School Teachers, \*Staff Development, \*Teacher Improvement, \*Teacher Workshops

Identifiers—\*Carrollton Farmers Branch Independent Sch Dist TX

This paper describes the design and implementation of a staff-development program at Vivian Field Junior High School in Carrollton, Texas. The school is a member of the Texas Partnership School Initiative, which was created to give schools latitude in raising student achievement. The goal of the staff-development program was to identify gains in student achievement and to close the performance gap among student ethnic and socioeconomic populations. The primary focus was on schoolwide implementation of cooperative-learning strategies, followed by three collegial-coaching sessions. This paper describes the implementation process, which involved teacher-training sessions, administration of a pre- and post-survey, teacher self-evaluations, and five classroom observations. A conclusion is that, as a partnership school, the staff of Vivian Field Junior High School is committed to achieving the partnership's goal through cooperative learning and collegial coaching. Appendices contain the Texas Assessment of Academic Skills (TASS) summary reports for Vivian Field Junior High, copies of the two surveys, teacher comments, brief descriptions of three cooperative-learning models, and a staff-development evaluation report. (Contains 45 references.) (LMI)

**ED 359 602** EA 024 993

**Student, Teacher and School Performance. Eighth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee.**

Tennessee State Board of Education, Nashville.

Pub Date—29 Jan 93

Note—48p.

Pub Type—Reports—Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*Educational Assessment, \*Educational Objectives, \*Elementary School Students, \*Elementary Secondary Education, \*Outcomes of Education, \*Performance, \*Public Schools, \*Secondary School Students, \*State Action, \*State Norms, \*State Standards

Identifiers—\*Tennessee, \*Tennessee Comprehensive Assessment Program

This report establishes the performance goals for Tennessee school systems, established in accordance with the Education Improvement Act (EIA) of 1992, and describes the initiatives undertaken to assist school systems in achieving the goals. It also summarizes the results from various measures of student, teacher, and school performance. Performance goals to be achieved by the year 2000 include the following areas: academic gain, promotion, proficiency, graduation, and attendance. In general, student, teacher, and school performance results for



1991-92 show a steady improvement over the prior years. Appendices contain standardized test score data and a list of public school waivers and permits by area. (LMI)

**ED 359 603** EA 025 006

Kaufman, Roger Zahn, Douglas

**Quality Management Plus: The Continuous Improvement of Education.**

Report No.—ISBN-0-8039-6062-X

Pub Date—93

Note—224p.

Available from—Corwin Press, Inc., 2455 Teller Road, Newbury Park, CA 91320 (\$29.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Change Strategies, \*Educational Improvement, \*Educational Planning, \*Educational Quality, Elementary Secondary Education, Models, \*Organizational Development, Organizational Theories, \*Program Implementation, School Effectiveness

Identifiers—\*Total Quality Management

This book applies quality management, an organizational theory that has been successful in business and industry, to education. Chapter 1 describes the basic elements of quality management (QM)—continuous improvement, client satisfaction, positive return on investment, and doing it right the first and every time. Ways to implement Deming's 14 points are presented. Chapter 2 describes the building blocks of QM; the three levels of educational results (mega, macro, and micro) and how to apply Deming's principles to education. A strategy for implementing QM in a school or district is explained in the third chapter. Chapter 4 goes beyond conventional QM models and adds the goal of creating a better world through continuous improvement (QM+). Guidelines for collecting and analyzing high quality data for decision making in a QM and QM+ school are outlined in the fifth chapter. Ways to cope with breakdowns and apply quality improvement tools to breakdowns are described in chapter 6. The final chapter highlights six critical success factors and offers guidelines for forming and working on a QM+ team. Twenty-three tables, 51 figures, and an extensive bibliography and reading list are included. (LMI)

**ED 359 604** EA 025 018

Stronach, Ian, Ed.

**Quality Assurance in Education: Current Debates.**

A Report on a SOED-Sponsored Seminar (Stirling, Scotland, United Kingdom, June 1992).

Scottish Office Education Dept., Edinburgh. HM

Inspectors of Schools.

Pub Date—Mar 93

Note—100p.; For a related document, see EA 025 019.

Available from—University of Stirling, Department of Education, Stirling, Scotland FK9 4LA, United Kingdom (3 British pounds).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Educational Assessment, Educational Improvement, \*Educational Quality, Effective Schools Research, Elementary Secondary Education, \*Evaluation Criteria, \*Evaluation Methods, Evaluation Problems, \*School Effectiveness

Identifiers—\*Scotland

Proceedings of a workshop held at the University of Stirling, Scotland, to critically examine issues in quality assurance (QA) in education are provided in this document. QA is the generic title for a series of business-management models that have been applied to educational contexts to describe and promote school effectiveness. Five papers and their subsequent discussions are presented: (1) "Quality Assurance and School Development Planning" (David Hopkins); (2) "Quality Assurance: The Perspective from Fife" (Alex McKay); (3) "A Business Perspective on Quality Management" (George Elliott); (4) "Quality Assurance in Strathclyde" (Phil Drake); and (5) "Changing School Change Strategies" (David Reynolds). A concluding section attempts to find common ground among participants and outlines the elements of a QA practice: linking diagnosis with development; defining indicators and acknowledging values; developing new research approaches; designing organizations; proving the effectiveness of quality management; eliminating the negative; and using ocular images. References accompany each section. Ten figures are included.

(LMI)

**ED 359 605** EA 025 019

Stronach, Ian, Ed.

**Quality Assurance in Education: Plans, Targets**

**and Performance Indicators. Current Issues.**

Scottish Office Education Dept., Edinburgh. HM

Inspectors of Schools.

Report No.—ISBN-0-7480-0747-4

Pub Date—93

Note—19p.; For a related document, see EA 025 018.

Available from—HM Inspectors of Schools, Audit Unit, New St. Andrews House, Room 4/36, Edinburgh, Scotland EH1 3TG, United Kingdom.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Assessment, \*Educational Quality, Effective Schools Research, Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, \*Performance, \*School Effectiveness, Self Evaluation (Groups)

Identifiers—\*Scotland

Issues in ensuring educational quality are examined in this document. Section 1 provides information for developing plans and targets. The following areas are highlighted: school-effectiveness research findings; developments in Scotland to improved educational quality; internal and external evaluation of schools; evaluation criteria; the role of the school development plan; and strategies for school self-evaluation. The second section examines performance indicators, with a focus on the role, characteristics, and types of performance indicators; agencies and organizations involved in developing performance indicators; the indicators produced by Her Majesty's Inspectors; the critical performance indicators; and using performance indicators to best effect. (Contains 16 references.) (LMI)

**ED 359 606** EA 025 021

**Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future.**

Florida State Dept. of Education, Tallahassee.

Pub Date—[91]

Note—102p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Accountability, \*Educational Assessment, Educational Change, \*Educational Improvement, \*Educational Objectives, Elementary Secondary Education, Excellence in Education, \*Performance, \*State Standards

Identifiers—\*Florida

Florida's School Improvement and Educational Accountability program is described in this guidebook. Part 1 explains the what, why, and how of the plan, which seeks to improve student performance by defining expectations and outcomes. Chapters provide information on the following: social and demographic changes in the state; the Education Commissioner's vision for change; a summary of the plan's key points; the history of the accountability movement; elements of the school-improvement process; an overview of Florida education legislation; a comparison of national, state, and regional education goals, and a timetable for implementation. Part 2 presents stakeholders' guides, which list benefits for each stakeholder and describe ways to become involved. Guides are provided for teachers, parents, students, principals, school and district support staff, school board members, superintendents, business people, postsecondary educators, the health and social-service community, the law-enforcement community, city and county government leaders, community leaders, and Department of Education staff. A glossary and 17 annotated references are included. (LMI)

**ED 359 607** EA 025 024

Scharrer, Lesley, Comp.

**Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1991-92.**

Alaska State Dept. of Education, Juneau. Office of

Data Management.

Pub Date—Feb 93

Note—297p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—\*Accountability, \*Educational Assessment, \*Educational Objectives, Educational Quality, Elementary Secondary Education, Evaluation Criteria, \*Performance, \*Public Schools, \*School Districts, State Standards

Identifiers—\*Alaska

This report summarizes Alaskan school districts' 1992-93 education plans and each district's "School Report Card to the Public." It summarizes the districts' progress toward their 1991-92 education goals, reports on standardized test results, and summarizes comments on schools' performance, parent involvement, and other indicators of school performance. It also reports each of the 54 districts' annual change in enrollment, transiency rate, attendance rate, and percent of students promoted to the next grade from first through eighth grade. A statewide summary of the districts' education plans for 1992-93 is provided, including district goals for improving education, plans for achieving goals, and the means by which educational stakeholders participate. Appendices contain a description of the statewide testing program, a list of district test coordinators, and a list of public district superintendents. (LMI)

**ED 359 608** EA 025 025

Wamboldt, Martina And Others

**Survey of Colorado School Administrator Preparation Programs, 1992.**

Colorado State Dept. of Education, Denver.

Pub Date—Feb 93

Note—30p.; The survey is co-sponsored by the Colorado Council of Deans of Education.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Education, \*Administrator Responsibility, \*Administrator Role, \*Educational Administration, Elementary Secondary Education, Higher Education, Leadership Training, \*Management Development, Public Administration Education

Identifiers—\*Colorado

Findings of a study that examined Colorado administrators' perceptions of the adequacy of their administrator preparation programs are presented in this paper. The primary purposes of the project are to provide feedback to institutions from former students regarding their administrator preparation so that they may continue to improve their programs, and to provide the State Board of Education with information concerning the adequacy of standards and programs. During spring 1992, surveys were sent to 193 Colorado administrators who had received certification from an approved Colorado program since 1989. A total of 96 usable returns were received. At least 90 percent of the administrators perceived 25 of the 29 preparation areas as relevant to their current positions. The following 3 preparation areas received 85 percent or more affirmative responses with regard to adequacy of preparation: ensuring that legal responsibilities of the school are being met and safeguarding legal rights of students, staff, and parents; articulating the role and purpose of education in contemporary society; and planning. Sixty percent or fewer of the respondents said that they were adequately prepared in the following areas: assessing learning abilities and disabilities of students; utilizing auxiliary business services effectively; administering provisions of negotiated employment contracts; and identifying and utilizing resources available to schools. Overall, the percentage of respondents who indicated adequate preparation increased from 1991 to 1992. One table and one figure are included. The appendix contains a copy of the survey. (LMI)

**ED 359 609** EA 025 029

Ponessa, Joan M.

**Pupil Transportation Cost Control Opportunities.**

Public Affairs Focus, Issue Number 26.

Public Affairs Research Inst. of New Jersey, Inc.

Pub Date—Jun 93

Note—9p.

Pub Type—Collected Works - Serials (022) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bus Transportation, \*Cost Effectiveness, Costs, Educational Finance, Efficiency, Elementary School Students, Elementary Secondary Education, Expenditures, Public Schools, Resource Allocation, \*School District Spending, Secondary School Students, \*State Aid, \*Student Transportation

Identifiers—\*New Jersey

The New Jersey State government could reduce pupil transportation aid payments to local school districts by between \$35 million and \$50 million by eliminating support for questionable expenditures and by using the funding formula adopted in the

Quality Education Act of 1990. This report describes how these dollar savings can be achieved. The major conclusion is that the general approach of the new funding formula affords a matchless framework for controlling costs, if properly employed. At present, however, needlessly high payments are being made to a number of districts. Problems with the new formula include inaccuracy in reporting, overpayment, rewards for past inefficiencies, transportation for special education students, the use of population density as a factor for determining transportation costs, and "aid-in-lieu of" transportation of private school pupils. Five recommendations are made to change the aid formula, data-collection process, and practices. Six tables are included. (LMI)

**ED 359 610** EA 025 031  
Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project.

North Texas Univ., Denton. Center for the Study of Education Reform.

Pub Date—Jun 93

Note—59p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Family Characteristics, \*Low Income Groups, Minority Groups, \*Parent Participation, \*Private Schools, \*Public Schools, \*School Choice, School Demography, Urban Areas

Identifiers—\*San Antonio Independent School District TX

This report describes the collection of baseline demographic data for a 3-year study of private and public school choice programs in San Antonio, Texas, for grades 1-8. The two choice programs involved are: (1) the privately funded Children's Education Opportunity Foundation (CEO) program providing partial scholarships to low-income children for use in private and out-of-district public schools; and (2) a districtwide multilingual public school choice program offered by the San Antonio Independent School District (SAISD). The baseline data report encompasses both choosers and non-choosers. Findings show that both programs primarily serve Hispanic families. Anglos are slightly overrepresented among CEO-choosing families. African-Americans are slightly overrepresented in the multilingual program. The CEO program primarily serves low-income families, while the SAISD multilingual program serves a wider income range. Choosing families are better educated and have higher incomes, fewer children, more female parents in the work force, and higher educational expectations for their children than nonchoosing families. Over half the choosing students are females; almost two-thirds of nonchoosing students are males. CEO parents selecting private sectarian schools are more involved in religious activities than either multilingual or nonchoosing parents. Both choosing and nonchoosing families highly value education, compared to other goals. Participating CEO parents were satisfied with the scholarship amount. The discussion is accompanied by 32 tables and an executive summary. (MLH)

**ED 359 611** EA 025 036

Lezotte, Lawrence W.

**Creating the Total Quality Effective School.**

Effective Schools Products, Ltd., Okemos, MI; Michigan Inst. for Educational Management, Ann Arbor.

Spons Agency—Department of Education, Washington, DC.

Pub Date—92

Note—111p.

Available from—Effective Schools Products, Ltd., 2199 Jolly Road, Suite 160, Okemos, MI 48864 (\$25 prepaid; \$2.50 shipping and handling charge on billed orders).

Pub Type—Books (010) — Opinion Papers (120) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Educational Change, \*Educational Quality, Educational Theories, \*Effective Schools Research, Elementary Secondary Education, \*Organizational Climate, \*Organizational Theories, Productivity, Program Implementation, \*School Effectiveness

Identifiers—\*Total Quality Management

This book shows how Deming's Total Quality Management (TQM) theory for organizational management can be integrated with the effective-schools literature. Part 1 compares the 14 principles of TQM with the tenets of effective-schools research. The second part develops a blueprint for creating the total quality effective school. The conceptual framework is based on four common places—the teacher, the learner, the subject, and the setting—which interact with instructional processes to produce student learning outcomes. Tools for implementing the total quality effective school are described in part 3, which include the following: restructuring yesterday's school; changing the locus of decision making; empowering teachers; aligning curriculum and instruction; using information-processing technology; identifying the best practices; applying statistical process controls; using student performance measures; and assessing correlates of effective schools. Finally, the implementation process follows five stages: clarify and codify goals; establish student-performance standards; operationalize performance measures; analyze quality; and implement solutions in a quality way. (Contains 21 references.) (LMI)

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**ED 359 612** EA 025 039

Townsend, Tony

**School Effectiveness: Identifying the Complexities.**

Pub Date—Jan 93

Note—36p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Norrköping, Sweden, January 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Assessment, Educational Environment, Educational Quality, \*Effective Schools Research, Elementary Secondary Education, Foreign Countries, Models, \*Organizational Climate, \*School Effectiveness

Identifiers—\*Australia

Conceptual problems in the school-effectiveness literature are examined in this paper, with a focus on the development of two models for school effectiveness. Four necessary components of an effective-schools model include the nature and extent of the educational goals, techniques for recognition, methods for measuring school effectiveness, and school processes. The first model presented deals with how to recognize an effective school. The second is a process model that identifies the complex interaction between goals and processes. The two models help to explain why school-effectiveness research has concentrated on the recognition of effective schools rather than an explication of how they achieved that status. Eight figures are included. (Contains 45 references.) (LMI)

**ED 359 613** EA 025 040

Townsend, Tony

**School Effectiveness: A View from the School.**

Pub Date—Jan 91

Note—24p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, United Kingdom, January 1991).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Assessment, \*Educational Environment, Educational Quality, \*Effective Schools Research, Elementary Secondary Education, Foreign Countries, Intergroup Relations, \*Organizational Climate, \*School Effectiveness

Identifiers—\*Australia

This paper presents findings of a study that examined the perceptions of educational stakeholders in two regions of the Victorian Ministry of Education toward effective-schools issues. Data were obtained from a survey mailed to a total of 1,060 principals, school councillors, teachers, parents, and students in 100 schools—50 schools each from the southern and northern metropolitan regions of Melbourne, Australia. A total of 583 questionnaires were received from 81 schools. Overall, respondents perceived no dominant role for an effective school, but rather, a wide range of academic, citizenship, and personal-development functions. Staff and school-wide decision-making processes were viewed as more important in the development of an effective school than were the specifics of classroom activities or the overall organizational system. Finally, school personnel perceived their schools to be effective. Follow-up visits to five diverse schools from the survey confirmed the latter finding. School personnel said that the most important element of an

effective school is a dedicated and cooperative staff that utilizes effective communication and teamwork. Two tables are included. (Contains 22 references.) (LMI)

**ED 359 614** EA 025 043

Lehnen, Robert G.

**What Do SAT Scores Say about Indiana's Education Performance? Policy Bulletin No. PB-1.2.** Indiana Univ., Bloomington. Education Policy Center.

Pub Date—June 93

Note—9p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Accountability, College Entrance Examinations, Evaluation Problems, \*Evaluation Utilization, High Schools, High School Students, Performance, \*Standardized Tests, \*State Standards, \*Test Score Decline

Identifiers—\*Indiana, \*Scholastic Aptitude Test

Each year when the Educational Testing Services releases state average SAT (Scholastic Aptitude Test) scores of high school students, Indiana officials are asked why Indiana ranks so low and what's being done to improve it. Leaders reply that scores are lower because more students take the test than in states with higher scores. This report summarizes what can be learned from Indiana's average SAT scores and what cautions are necessary to reach meaningful conclusions about the educational performance of Indiana students. Indiana high school seniors' average verbal-math SAT scores have historically ranked in the bottom one-third of the states. Two sources of bias that distort and lower Indiana students' average SAT scores are described—the varying rates of SAT participation among states, and differences among states' educational resources. It is argued that SAT scores offer a limited measurement of college-bound high school seniors' verbal and mathematics achievement, and do not accurately represent the state's educational performance. In addition, the SAT is used as a measure of student achievement, although its purpose is to assist colleges in making admissions decisions. Three different ways of reporting SAT scores are explained. It is concluded that the relative performance of Indiana's college-bound high school seniors improves in comparison to other states, once corrections are made. An education-performance report card is needed to provide a comprehensive and informative view of Indiana education. (LMI)

**ED 359 615** EA 025 048

Guerra, Michael J.

**Dollars and Sense: Catholic High Schools and Their Finances, 1992.**

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-1-55833-096-8

Pub Date—93

Note—70p.

Available from—National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Catholic Schools, Educational Administration, \*Educational Finance, \*Expenditures, \*High Schools, \*Operating Expenses, \*Parochial Schools, Private Education, Private Schools, Religious Education, Teacher Salaries, Tuition

Demographic, organizational, and financial trends in Catholic high schools in the United States are described in this 1992 report. Data were obtained from a survey sent to a random stratified sample of 500 Catholic high schools in the United States, which yielded 278 usable returns. Information is presented on school administration, teachers, students, admission standards, facilities, parental involvement, finances, development programs, and governance and external relations. Findings indicate that the percentage of president-led Catholic high schools has risen to 20 percent. Teacher salaries and stipends have increased, and the gap between salaries in public and Catholic schools has narrowed slightly. Schools are working to balance necessary tuition increases with expanded financial aid programs, and are placing more emphasis on development efforts. Finally, the findings demonstrate strong support for the effectiveness and efficiency of Catholic schools. However, they face

increasing financial strain that is balanced by committed principals, teachers, and parents. Thirty-five exhibits are included. Appendices contain average high school models; summary tables by governance, region, and enrollment; a list of represented schools; and the survey instrument. (LMI)

**ED 359 616** EA 025 049  
**The Superintendents' Leadership Role in School-Based Improvement: Documentation of Colloquia of the 1990-1991 School Based Improvement Project.**

Massachusetts Association of School Superintendents, Boston.; Massachusetts State Dept. of Education, Quincy. Office of Community Education. Pub Date—91

Note—68p.; For a report on the second year of the project, see EA 025 050.

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**  
 Descriptors—Administrator Effectiveness, Administrator Responsibility, \*Administrator Role, Educational Change, Elementary Secondary Education, \*Leadership, Organizational Change, \*Professional Development, \*School Based Management, \*Superintendents  
 Identifiers—\*Massachusetts

The School-Based Improvement Project (SBIP) is a joint venture of the Office of Community Education of the Massachusetts Department of Education and the Massachusetts Association of School Superintendents (MASS). SBIP is a multiyear professional-development initiative designed to help public school superintendents become effective leaders in promoting educational restructuring and school-based management in their schools. The project is composed of a colloquium series, support groups, peer coaching programs, and onsite leadership laboratories. This document highlights the presentations and workshops delivered during the 1990-91 colloquium series, in which participants engaged in small- and large-group sessions and roundtable discussions. The major themes of the colloquia included: (1) an introduction to restructuring and to the SBIP; (2) challenges to leadership in a changing world; (3) new models of leadership; (4) developing leadership in others; and (5) applications of superintendents' leadership. Appendices contain a list of the SBIP advisory committee members and their biographies. (LMI)

**ED 359 617** EA 025 050  
**The Superintendents' Leadership Role in School-Based Improvement, Year II: Documentation of Colloquia of the 1991-1992 School Based Improvement Project.**

Massachusetts Association of School Superintendents, Boston.; Massachusetts State Dept. of Education, Quincy. Office of Community Education. Pub Date—92

Note—45p.; For a report on the first year of the project, see EA 025 049.

Pub Type—Opinion Papers (120) — Collected Works - Proceedings (021) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—Administrator Effectiveness, \*Administrator Role, Educational Change, Elementary Secondary Education, \*Leadership, Organizational Change, \*Professional Development, \*School Based Management, \*Superintendents

Identifiers—\*Massachusetts  
 The School-Based Improvement Project (SBIP) is a cooperative venture between the Office of Community Education of the Massachusetts Department of Education and the Massachusetts Association of School Superintendents (MASS). SBIP is a multiyear professional-development initiative designed to improve the leadership of superintendents who are engaged in school restructuring and school-based management efforts. SBIP has four major components: a colloquium series; support groups; peer coaching programs; and onsite leadership laboratories. This document highlights the presentations and workshops delivered during 1991-92 colloquium series, which engaged participants in large- and small-group sessions and roundtable interactions. Major themes of the colloquium included: (1) leadership and professionalism; (2) differentiating leadership and management; (3) self-management and leadership; and (4) curriculum reform and the implications for superintendents. The appendix lists advisory committee members. (LMI)

**ED 359 618** EA 025 051

Clark, Catherine And Others  
**A Decade of Change: Public Education Reform in Texas 1981-1992. Special Project Report.**  
 Texas Center for Educational Research, Austin.; Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

Report No.—ISBN-0-89940-874-5  
 Pub Date—Feb 93

Note—80p.  
 Available from—Texas Center for Educational Research, P.O. Box 2947, Austin, TX 78768-2947

(\$12 including postage and handling); Publications Office, LBJ School of Public Affairs, University of Texas at Austin, Drawer Y, University Station, University of Texas, Austin, TX 78713 (\$12 including postage and handling).

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Change, Educational Improvement, \*Educational Policy, \*Educational Quality, Elementary Secondary Education, Governance, \*Policy Formation, \*Public Education, Public Schools, State Government, \*State Legislation, State Standards

Identifiers—\*Texas

In 1981, Texas embarked on a 10-year period of educational reform. This report presents findings of a policy research project that documented and analyzed these reforms to serve as a guide for future policy developments. Following the introduction, chapter 2, entitled "Student Reforms," addresses issues of curriculum, assessment and dropout reduction. Chapter 3, on "Teacher Reforms," describes initiatives passed to improve teacher quality and to attract and retain good teachers. Topics discussed in the fourth chapter, concerning governance and accountability reforms, include decentralizing the decision making process, establishing statewide goals and standards, and accrediting school districts (with suitable awards and incentives). are discussed in the fourth chapter. The concluding chapter summarizes the school finance reforms of the past decade and considers the dilemma of how to improve financial equity. Four tables are included. The appendix contains a summary of state educational reform legislation. (Contains 117 notes.) (LMI)

**ED 359 619** EA 025 052

**Achieving the Vision—1992 Report.**  
 Alberta Dept. of Education, Edmonton.  
 Report No.—ISBN-0-7732-0846-1

Pub Date—93  
 Note—110p.

Pub Type—Reports - Evaluative (142)  
**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, \*Educational Improvement, \*Educational Quality, Elementary Secondary Education, \*Excellence in Education, Foreign Countries, \*Outcomes of Education, School Effectiveness, \*State Standards

Identifiers—\*Alberta

Educational outcomes of the Alberta education system for 1991-92 are presented in this report. Progress toward each of the 13 priority areas set forth in the provincial action plan, "Vision for the Nineties," is described. The ratings were based on the collective judgment of senior Alberta education managers. Information is presented on curriculum; student persistence; education for immigrant, Native children, and disabled children; science achievement; excellence in teaching and schools; equal opportunity; and educational partnerships. Findings indicate that Alberta has a solid education system, but that it can and must be improved. Overall, the system receives a B-, the same rating it received in 1991. Progress is demonstrated by improved student persistence, improved science programs and science achievement, and the growth of partnerships. On the less positive side, Alberta schools have experienced increasing inequities among school jurisdictions, a slight decline in students' basic skills, and concern over mathematics achievement. A contact list for additional information, 22 tables, and 52 figures are included. (Contains 40 references.) (LMI)

**ED 359 620** EA 025 053

**Leading the Way: The Role of Superintendents in System Level Restructuring That Promotes School-Based Management. Documentation of a Superintendents' Leadership Colloquium, April 5, 1990.**

Massachusetts Association of School Superintendents, Boston.; Massachusetts State Dept. of Education, Quincy. Office of Community Education.

Pub Date—90  
 Note—36p.

Pub Type—Collected Works - Proceedings (021) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Effectiveness, Administrator Responsibility, \*Administrator Role, Elementary Secondary Education, \*Leadership, \*School Based Management, \*School Restructuring, \*Superintendents

Identifiers—\*Massachusetts  
 This booklet documents the 1990 colloquium for Massachusetts superintendents, *Leading the Way*. The colloquium program is one of several initiatives of the School-Based Improvement Project (SBIP), which is a partnership between the Massachusetts Association of School Superintendents and the Office of Community Education of the Massachusetts Department of Education. The project seeks to build a professional-development support network among central-office administrators who are involved in school-based management. In the keynote address, "The Paradoxes of Decentralization," Jerome Murphy suggests that we need new images of leadership, that superintendents should promote the common good and utilize management by exception, and that the central office should play a supportive role. The four colloquia sessions address the following issues—communication, decision making, finances, and accountability. Discussion at each colloquium affirmed the centrality of superintendents' leadership in setting the tone for restructuring, providing support for increased creativity and responsibility, and ensuring educational improvement at the school building level. A list of presenters is included. (LMI)

**ED 359 621** EA 025 054

Cold, Birgit  
**Indoor Recreational Places as Glazed Space.**

Pub Date—Oct 92  
 Note—13p.; Paper presented at the Conference on Schools and the Environment (Vienna, Austria, October 5-8, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Architectural Character, Campus Planning, \*Educational Environment, Educational Facilities, \*Educational Facilities Planning, \*Facility Utilization Research, Foreign Countries, Higher Education, \*School Space, \*Space Utilization

Identifiers—\*University of Trondheim (Norway)

This paper describes how creation of a varied, imaginative, and cultivated environment can recreate the pleasure of learning. The development of an indoor-outdoor, public-private, and half-climatized glazed (glass covered) space at the University of Trondheim in Trondheim, Norway, is described. Well-planned glazed spaces can increase social contact, serve various functions, provide stimulation, and be economically profitable. Considerations such as street design, daylight, view, acoustics, indoor climate, and plants are discussed. A quality glazed space should supplement urban space; include public, social, and commercial functions along the covered street; and contain communication areas near or within the glass-covered space. Four figures and seven drawings are included. (LMI)

**ED 359 622** EA 025 055

Tuneberg, Jeffrey  
**Methods of Power Used by the Ohio State Department of Education To Implement State Mandated Programs.**

Pub Date—12 Apr 93  
 Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, Elementary Secondary Education, \*Organizational Change, \*Power Structure, \*Program Implementation, Public Schools, School Districts, \*State Departments of Education, State Legislation, \*State School District Relationship, Superintendents

Identifiers—\*Ohio

Findings of a study that examined superintendents' perceptions of the methods used by the Ohio State Department of Education to implement legis-



lative mandates are presented in this paper. Etzioni's compliance theory is used as a framework to understand superintendents' perceptions about the state's use of power. A survey of 205 Ohio public school superintendents produced 158 responses, a 77 percent response rate. Overall, superintendents viewed expert power and information power as highly utilized methods of power. Rural superintendents relied more heavily on information power than did their urban counterparts. Urban respondents saw greater evidence of the use of reward power, although both urban and rural superintendents perceived it as a secondary method. Finally, the state Department of Education used each of the three types of power methods—normative, remunerative, and coercive. However, the use of coercive power is incongruous with the needs of normative organizations. It is recommended that the state department act as advocate for the individual school districts and encourage local school personnel to work cooperatively toward statewide goals; and that the chief state school officer and governor achieve a unified stance. Ten tables are included. (LMI)

**ED 359 623** EA 025 056

Ravitch, Diane, Ed. Vinovskis, Maris, Ed.  
**Historical Perspectives on the Current Education Reforms.**

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 93

Note—722p. To be published in revised form by Johns Hopkins University Press in the Fall of 1994.

Pub Type—Opinion Papers (120)

**EDRS Price - MF04/PC29 Plus Postage.**

Descriptors—\*Educational Change, \*Educational Development, \*Educational History, \*Educational Objectives, Educational Opportunities, Elementary Secondary Education, \*Equal Education, Multicultural Education, School Restructuring

This document contains 14 individual papers by prominent scholars who provide a historical perspective on current educational reforms. The three essays in part I examine some of the major changes in educational development and reform. These include: (1) "Antiquarianism and American Education: Assimilation, Adjustment, Access" (Patricia Graham); (2) "Recent History of U.S. Governance" (Michael Kirst); and (3) "Historical Perspectives on School-based Social Services in the United States" (Michael Sedlak). The three essays in the second part examine the controversies surrounding questions of equity and multiculturalism in American education. These include: (4) "The Educational Equities in Historical Perspective" (David Kirp); (5) "The Construction of Ethnic Diversity and National Identity in the Public Schools" (Reed Ueda); and (6) "Multiculturalism and History: Historical Perspectives and Present Prospects" (Gary Nash). Some of the current major reform efforts are addressed in three essays in part 3. These include: (7) "Standards in American Educational History" (Diane Ravitch); (8) "Reinventing Schooling: Utopian Impulses and Historical Scoreboard" (David Tyack); and (9) "A History of the Choice Debate in American Education" (Paul Peterson). The five essays in part 4 examine the six national education goals from a historical perspective. These are: (10) "School Readiness and Early Childhood Education: Some Historical Perspectives" (Maris Vinovskis); (11) "Dead End or Detour? School Leaving in Historical Perspective" (Joseph Kett); (12) "Rhetoric and Reform: The American High School Curriculum 1945-1990" (David Angus and Jeffrey Mirel); (13) "Literate America: High-Level Adult Literacy as a National Goal" (Carl Kaestle); and (14) "From 'Reformer Madness' to 'A Clockwork Orange'" (William Reese). References accompany each article. (LMI)

**ED 359 624** EA 025 058

Harchar, Rayma L.  
**Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School.**

Pub Date—Apr 93

Note—29p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Effectiveness, Administrator Responsibility, Administrator Role,

\*Collegiality, Educational Cooperation, Elementary Education, \*Instructional Leadership, \*Leadership, Principals, \*Teacher Administrator Relationship

Findings of a study that examined the key elements necessary for administrative instructional leadership in elementary schools are presented in this paper, with a focus on the conflict between the use of power and collaboration. Interviews were conducted with 8 elementary school principals (3 men and 5 women) who were identified as exemplary instructional leaders and with 16 teachers, all from one midwestern state. Observation and document analysis were also conducted. Findings suggest that the key elements for successful instructional leadership include visioning, supervising and evaluating, forming close personal relationships, communicating, conducting meetings, initiating programs, and soliciting parent involvement. Principals identified teacher mind sets, state department mandates, time constraints, and parent opposition as barriers to instructional leadership. The main problem lies in power inequities between the principal and teachers, between teachers, and between the school and community. A framework for instructional leadership, based on collaborative power theory, is presented, in which power inequities are filtered through a gate of action/interaction strategies. The strategies include trust, collegiality, empowerment, diplomacy, and visioning. Collaborative power can be used by administrators to create a quality school where the focus is on teacher collaboration and child development. One table and one figure are included. (Contains 21 references.) (LMI)

**ED 359 625** EA 025 059

Thomas, Robert G.  
**Tuition Tax Credits and Vouchers: Political Finance Alternatives Rather than Rational Alternatives to Education Finance.**

Pub Date—[93]

Note—20p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Education, \*Educational Equity (Finance), \*Educational Finance, Educational Opportunities, \*Educational Vouchers, Elementary Secondary Education, Equal Education, Open Enrollment, \*School Choice, Social Stratification, State Church Separation, \*Tax Credits, \*Tuition

This paper describes the use of tuition tax credits and vouchers as political alternatives of choice and competition in a progressive society. School and public administration theorists identify two distinct finance models: the rational and the political. The first part of this paper examines and describes these two models. The next part highlights characteristics and possible outcomes of tuition tax credits and vouchers. Finally, the impact of parental choice and competition on three American values—social cohesion, separation of church and state, and equity—are discussed. A conclusion is that tuition tax credits and vouchers may encourage social stratification, cause new problems in church/state separation, and segregate the schools along racial lines. Two figures are included. (Contains 18 references.) (LMI)

**ED 359 626** EA 025 062

Fuhrman, Susan H., Ed.  
**Designing Coherent Education Policy: Improving the System.**

Consortium for Policy Research in Education, New Brunswick, NJ.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55542-536-4

Pub Date—93

Contract—R117G10007; R117G10039

Note—370p.

Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010)—Collected Works—General (020)—Guides—Non-Classroom (055)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Educational Change, \*Educational Objectives, \*Educational Policy, Elementary Secondary Education, Governance, \*Instructional Improvement, \*Policy Formation, Politics of Education, \*Public Education, Standards

This book examines issues in designing coherent education policy for public elementary and secondary schools. It seeks to expand the policy discussion by refining the definition of coherence and considering a number of complex questions raised by the notion of coherent policy. The book offers an

in-depth look at systemic school reform and offers a variety of ideas as to how educators at the district, state, and federal levels may coordinate the various elements of policy infrastructure around a new set of ambitious, common goals for student achievement. Chapters include the following: (1) "The Politics of Coherence" (Susan H. Fuhrman); (2) "Policy and Practice: The Relations between Governance and Instruction" (David K. Cohen and James P. Spillane); (3) "The Role of Local School Districts in Instructional Improvement" (Richard F. Elmore); (4) "Systemic Educational Policy: A Conceptual Framework" (William H. Clune); (5) "Student Incentives and Academic Standards: Independent Schools as a Coherent System" (Arthur G. Powell); (6) "New Directions for Early Childhood Care and Education Policy" (W. Steven Barnett); (7) "How the World of Students and Teachers Challenges Policy Coherence" (Milbrey M. McLaughlin and Joan E. Talbert); (8) "Systemic Reform and Educational Opportunity" (Jennifer A. O'Day and Marshall S. Smith); and (9) "Conclusion: Can Policy Lead the Way?" (Susan H. Fuhrman.) References accompany each chapter. (LMI)

**ED 359 627** EA 025 063

Hannaway, Jane, Ed. Carnoy, Martin, Ed.  
**Decentralization and School Improvement: Can We Fulfill the Promise?**

Consortium for Policy Research in Education, New Brunswick, NJ.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55542-505-4

Pub Date—93

Contract—R117G10007; R117G10039

Note—272p. Based on Consortium for Policy Research in Education Seminars (Stanford, CA, and Washington, DC).

Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010)—Collected Works—General (020)—Guides—Non-Classroom (055)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—\*Decentralization, \*Educational Improvement, Elementary Secondary Education, \*Governance, Politics of Education, \*Power Structure, \*School Based Management, School Restructuring

In this book, eight contributors examine issues related to the likely effects of the decentralization of school governance on educational practice. Two major themes emerge in the book. The first (chapters 1 through 4) is that governance reforms in education may have little to do with what actually happens in schools, but have much to do with external policy conditions. The second theme (chapters 5 through 8) is that decentralized decision making may indeed have important effects on schools, as its defenders have argued, but that standard theoretical arguments are not very helpful in explaining why. The chapters include the following: (1) "School Governance in the United States: Historical Puzzles and Anomalies" (David Tyack); (2) "School Decentralization: Who Gains? Who Loses?" (Richard F. Elmore); (3) "Control Versus Legitimation: The Politics of Ambivalence" (Hans N. Weiler); (4) "Deinstitutionalization and School Decentralization: Making the Same Mistake Twice" (Dan A. Lewis); (5) "Fiscal Decentralization and Accountability in Education: Experiences in Four Countries" (Donald R. Winkler); (6) "Decentralization in Two School Districts: Challenging the Standard Paradigm" (Jane Hannaway); (7) "School Improvement: Is Privatization the Answer?" (Martin Carnoy); (8) "Employee Involvement in Industrial Decision Making: Lessons for Public Schools" (Clair Brown); and (9) "Epilogue: Reframing the Debate" (Jane Hannaway and Martin Carnoy). A conclusion is that decentralization reforms cannot be understood in isolation; they must be seen within the context of society's educational standards. Seven tables and eight figures are included. References accompany each chapter. (LMI)

**ED 359 628** EA 025 064

Murphy, Joseph, Ed.  
**Preparing Tomorrow's School Leaders: Alternative Designs.**

University Council for Educational Administration.

Report No.—ISBN-1-55996-156-2

Pub Date—93

Note—271p.

Available from—University Council for Educational Administration, 212 Rackley Bldg., University Park, PA 16802-3200.

## 54 Document Resumes

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—\*Administrator Education, \*Educational Administration, Educational Improvement, \*Educational Innovation, Elementary Secondary Education, \*Graduate Study, Higher Education, \*Leadership Training, Management Development, School Administration

In this book, faculty from nine universities describe innovations undertaken in the context of their institutions' administrator preparation programs. The goal is to inform the profession about recent efforts to strengthen preparation programs in school administration. Following the introductory material—the preface, foreword, and introduction—chapter 1 sets the stage for the case studies that follow by describing three eras of ferment in school administration in the United States. Chapters 2-10 offer stories of nine institutions actively engaged in comprehensive program improvement efforts. The institutions include the University of New Mexico, Stanford University, the University of Washington, the University of Utah, East Tennessee State University, the University of Colorado, Miami University, and the University of North Carolina at Chapel Hill. A concluding chapter discusses implications of these cases for more widespread reform in administrator preparation. Notes and references accompany each chapter. (LMI)

**ED 359 629** EA 025 065

*Ordovsky, Pat Marx, Gary*  
**Working with the News Media.**

American Association of School Administrators, Arlington, Va.

Report No.—ISBN-0-87652-192-8

Pub Date—93

Note—36p.

Available from—American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988 (Stock No. 21-00374: \$2.50 plus postage).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Effectiveness, Communications, \*Educational Administration, Elementary Secondary Education, \*Information Dissemination, Interviews, \*Mass Media Use, Media Selection, Publicity, \*Public Relations

This booklet provides advice on how schools can forge useful working relationships with the news media. Nineteen ground rules for working with print or broadcast media are outlined. The most important rule for all occasions is to make sure that your information is true. Strategies are described for using various tools of the trade, such as the phone call, news release, media advisory, fact sheet, news conference, individual briefings, the op-ed piece, editorial board visits, letters to the editor, public service announcements, and appearances on radio and television. Sidebars present tips for TV interviews, protocol in the electronic age, media kits, media access to the school, rapport with reporters, credibility do's and don'ts, and effective wording of media responses. Appendices contain definitions of media jargon and samples of a news release, media advisory, and fact sheet. (LMI)

**ED 359 630** EA 025 066

*Lewis, Anne*

**Leadership Styles.**

American Association of School Administrators, Arlington, Va.

Report No.—ISBN-0-87652-187-2

Pub Date—93

Note—70p.

Available from—American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988 (Stock No. 21-00375: \$9.95 plus postage).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Educational Administration, Educational Change, Elementary Secondary Education, \*Leadership, \*Leadership Qualities, \*Leadership Responsibility, \*Leadership Styles, Management Development, Professional Development, School Administration

This book provides a personal look at the styles of several school leaders, probes the literature on school leadership, and explores some of the instruments designed to measure leadership style. The introduction explains the need to change leadership styles as education changes. Chapter 1 examines the redefinition of leadership roles and the role of lead-

ership styles in the changing educational system. The second chapter describes two theories—leadership as management and situational leadership. Leadership most effective for rural schools and in reform contexts are described. Instruments to measure leadership styles are discussed in the third chapter, which provides a checklist for selecting a useful measure. Chapter 4 describes leadership roles that will see the greatest change in the future and offers resources for more information. Five figures and chapter endnotes are included. Appendices contain information about 28 leadership styles instruments. (LMI)

**ED 359 631** EA 025 067

*Gmelch, Walter H. Torelli, Joseph A.*

**The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout.**

Pub Date—Apr 93

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Effectiveness, \*Administrator Responsibility, \*Administrator Role, \*Burnout, Conflict Resolution, Coping, Elementary Secondary Education, \*Role Conflict, \*Stress Variables, Work Environment

Identifiers—Washington  
Findings of a study that examined the relationship of administrative role conflict and ambiguity with stress and burnout are presented in this paper. A survey sent to 1,000 Washington State administrators (250 each from the following groups—elementary, junior, and senior high school principals; and superintendents) elicited 741 returns, a 74 percent response rate. Findings indicate a strong association between emotional exhaustion and role conflict/ambiguity, and between ambiguity and personal accomplishments. Only one of four factors of stress, conflict-mediating stress, was highly associated with role conflict and ambiguity. Overall, the data support prior findings that role conflict and ambiguity represent distinct aspects of professional burnout. The recommendation is made to include mediation training in administrator-preparation programs. Two figures and two tables are included. (Contains 43 references.) (LMI)

**ED 359 632** EA 025 068

*Abramson, Lisa S.*

**Methodology for Measuring Parent Involvement Program Implementation across Diverse Program Sites.**

Pub Date—Apr 93

Note—58p.; Paper presented at the Annual Conference of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Elementary Secondary Education, Family School Relationship, \*Parent Participation, \*Participative Decision Making, Program Effectiveness, Program Implementation, \*Research Methodology, \*Urban Education

Identifiers—\*New York City Board of Education  
Much evidence indicates that raising the overall achievement level of an urban school requires parent participation in the school-participation beyond the traditional fundraising activities. This study identified program characteristics and district and school conditions that affect the implementation of parent-involvement programs. The first section describes the development of a methodology for measuring parent-involvement program implementation across diverse program sites. The methodology was used to investigate the implementation of the 1990-91 New York City Parent Involvement Program (PIP). The sample consisted of 34 school sites—13 district-funded and 21 school-funded—and 33 programs. Data were collected through site visits, surveys of program coordinators, and analysis of district and school demographic information. Findings suggest that programs that respond to the needs of various parent groups are able to promote parent participation among diverse parent populations. Program planning by school staff and parents rather than by district staff is important, as is effective parent-school communication, especially in communities with large percentages of parents with limited English proficiency. Two tables, one figure, and a copy of the program coordinator survey are included in this section. The second (and shorter) sec-

tion outlines data collection methodology. (Contains 79 references.) (LMI)

**ED 359 633** EA 025 069

**Handbook for Evaluating HIV Education.**

IOX Assessment Associates, Culver City, CA.  
Spons Agency—Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

Pub Date—[92]

Contract—200-88-0683

Note—280p.

Available from—Centers for Disease Control, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health, Attn. Handbook for Evaluating HIV Education, Atlanta, GA 30333 (no charge).  
Pub Type—Guides - Non-Classroom (055) — Books (010)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Adolescents, Curriculum Design, Guidelines, \*Health Education, Inservice Education, \*Outcomes of Education, Policy Formation, \*Prevention, \*Program Evaluation, Secondary Education

Although considerable effort is being expended on school-based HIV prevention education, few data are available to suggest whether these programs are successful. Developed to help educators evaluate the quality of their HIV prevention programs, this handbook includes information on evaluation designs and measurement tools for collecting data on the basic program components of policy development, curriculum design, teacher training, and student outcomes. The handbook comprises eight interrelated booklets. The first booklet presents five key program-evaluation guidelines, while the second focuses on developing and revising HIV policies. The third and fourth booklets present guidelines for appraising HIV curricula and staff development programs, respectively. The fifth and sixth booklets describe assessment instruments for measuring student outcomes for grades 5-7 and 7-12, respectively, focusing on HIV-related knowledge, attitudes, and behaviors. The seventh booklet offers seven guidelines for selecting and working with an external evaluator to appraise an HIV education program. The last booklet presents five guidelines to assist in reporting results of evaluation studies related to HIV education. Three sample evaluation reports are included to illustrate use of the guidelines. (MLH)

**ED 359 634** EA 025 070

*Stedman, James B. And Others*

**National Education Goals: Where Are We Now?**

CRS Report for Congress.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-90-169-EPW

Pub Date—26 Mar 90

Note—23p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Assessment, \*Educational Improvement, \*Educational Objectives, Educational Policy, \*Educational Quality, Elementary Secondary Education, Excellence in Education, \*Outcomes of Education, Standards

Identifiers—\*National Education Goals 1990  
The six national education goals designed to be achieved by the year 2000 address the following issues: (1) school readiness; (2) school completion; (3) student achievement; (4) U.S. mathematics and science performance compared to that in other countries; (5) adult literacy and lifelong learning; and (6) safe, disciplined, and drug-free schools. This report considers the status of the U.S. education system relative to these goals and analyzes the issues involved in assessing progress toward them. Available data relevant to each goal are presented. Findings include the following: (1) of all five-year-olds, six out of seven are enrolled in kindergarten or other preschool programs, as are nearly half of all four-year-olds; (2) only 7 out of 10 ninth-graders complete high school 4 years later; (3) a minority of elementary and secondary school students demonstrate competency in English, mathematics, and science; (4) math and science achievement scores for the U.S., in comparison to other developed countries, are often among the lowest; (5) one-eighth of American adults failed a literacy survey conducted for the U.S. Department of Education; and (6) one-third of all public secondary schools report one or more students caught selling drugs.

four-fifths experience thefts, and nearly three-fourths report incidents of law breaking that warranted informing police. (Includes 35 notes.) (LMI)

**ED 359 635** EA 025 071

*Stedman, James B.*

**America 2000: The President's Education Strategy.**

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-91-430-EPW

Pub Date—17 May 91

Note—18p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Assessment, \*Educational Change, Educational Improvement, \*Educational Innovation, \*Educational Objectives, Elementary Secondary Education, \*Federal Aid, Federal Government, Government Role, \*Policy Formation, School Restructuring  
Identifiers—\*America 2000

America 2000, the national strategy proposed in 1991 by the Bush Administration to achieve six national education goals that were adopted in 1990 by President Bush and the Nation's Governors, consists of four broad components: the reform of current schools; the development of new school models; the enhancement of workers' skills; and the coalescing of communities behind the President's strategy. This report provides an overview of the strategy; describes the roles, as delineated in the strategy, to be played by different levels of government, the business community, and the public; presents a table showing the Administration's proposed fiscal year 1992 funding for initiatives related to the strategy; and concludes with an analysis of some issues relevant to federal policy making. The issues include the approach to reform, research and development, coverage of the goals, promotion of school choice, and development of new model schools. (LMI)

**ED 359 636** EA 025 072

*Ackerman, David M.*

**Choice Programs and State Constitutions: The Inclusion of Sectarian Schools. CRS Report for Congress.**

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-92-260-A

Pub Date—2 Mar 92

Note—25p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Compliance (Legal), Constitutional Law, Elementary Secondary Education, \*Federal Aid, \*Private Education, Private Schools, \*School Choice, State Action, \*State Aid, \*State Legislation

This report addresses the issue of the extent to which state constitutions permit sectarian schools to be included in a choice program. The issue has arisen in connection with federal proposals to fund school-choice programs subject to the law of each state. If the question is considered without reference to federal funding, the inclusion of sectarian schools in choice programs would seem to be clearly permissible in 12 states, explicitly prohibited in 1, and constitutionally dubious in 6. However, if considered with reference to federal funding, it is uncertain whether any states other than Missouri and Virginia would prohibit sectarian schools from participating in a choice program. This report sets forth the pertinent constitutional provisions and interpretations of the 38 states that have provisions of the types described and draws some general conclusions as the present state of the law permits. (LMI)

**ED 359 637** EA 025 073

*Stedman, James B. And Others*

**Goals 2000: Educate America Act Overview and Analysis.**

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—CRS-93-457-EPW

Pub Date—26 Aug 93

Note—15p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Assessment, Educational Improvement, \*Educational Objectives, Educational Quality, Elementary Secondary Education, Federal Government, \*Federal Legislation, \*Federal State Relationship, \*Standards  
Identifiers—Congress 103rd, \*Goals 2000, \*National Education Goals 1990, Proposed Legislation

tional Education Goals 1990, Proposed Legislation

This report provides an overview and analysis of the Clinton Administration's school reform proposal, Goals 2000: Educate America Act, submitted to the 103rd Congress on April 22, 1993. The proposal, which seeks to create a national structure for supporting school reform, addresses three primary topics: (1) education goals, standards, and assessments; (2) state and local educational reform; and (3) work force standards. Achievement of educational goals, standards, and assessments would involve the establishment in law of the National Education Goals Panel (NEGP) and the National Education Standards and Improvement Council (NESIC). The legislation would also authorize State and Local Education Systemic Improvement grants to support state and local education systemic improvement. Finally, it would establish a National Skill Standards Board (NSSB) to develop a national system of voluntary occupational standards and certification. Each of these facets of the proposed legislation is succinctly detailed in this report. (LMI)

**ED 359 638** EA 025 074

**Report of the Committee on Student Learning.**

Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature, 1992-1993.

Texas Education Agency, Austin.

Report No.—GE3-300-01

Pub Date—Mar 93

Note—123p.

Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 (52).

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Advisory Committees, \*Educational Assessment, Educational Planning, \*Educational Policy, Elementary Secondary Education, Performance, \*Research Committees, State Boards of Education, \*State Standards, Student Evaluation  
Identifiers—\*Texas

This report of the Committee on Student Learning to the 73rd Texas Legislature addresses committee structure and membership, the charges to the committee as established in House Bill 2885, and the committee's key actions during its first year. The committee focused on receiving research and discussing issues related to outcomes-driven education, essential skills and knowledge, student assessment, successful practices, and current educational policies and programs in Texas. The group also took action in the following areas: (1) recommendation to the State Board of Education of a transitional student assessment plan through 1994-95; (2) adoption of a vision of education that focuses on developmentally appropriate instruction and outcomes-driven curriculum and pedagogy; (3) appointment of a Technical Advisory Committee on Assessment and preparations for one on Developmentally Appropriate Instruction; (4) development of a public process to derive global outcome statements for high school graduates; (5) development of essential content knowledge and skills for all students; and (6) emphasis on group process, critical thinking, and problem solving across the curriculum. Four appendices comprising the greater part of this document contain agendas and minutes of committee meetings, key research documents, a student assessment transition plan, and a list of Technical Advisory Committee members. A civil rights compliance statement is included. (LMI)

**ED 359 639** EA 025 075

**The Status of the Curriculum in the Public Schools:**

**A Report from the State Board of Education.**

Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature 1990-1992.

Texas Education Agency, Austin.

Report No.—GE3-301-05

Pub Date—Jan 93

Note—35p.; For the 1989-90 report, see ED 346 553.

Available from—Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 (52).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, \*Public Schools, State Action, \*State Curriculum Guides, State Legislation, \*State Standards  
Identifiers—\*Texas

In 1981, the Texas Legislature established a systematic structure for the development and implementation of a state curriculum for Texas public schools. This biennial report outlines the state's responses to curriculum-related legislation issues from fall 1990 to fall 1992. The introduction offers a historical review of state legislation that begins with House Bill 246 of the 67th Legislature and includes bills passed by the 72nd Legislature. The second section discusses activities related to the various components of the state curriculum during the years 1991 and 1992. Modifications in the required essential elements of instruction are explained as well as other changes to the State Board of Education rules. Also addressed are changes in the textbook-adoption process and the state's student assessment program. The concluding section makes the point that curriculum success depends on providing inservice teacher training and adequate textbook funding. A civil rights compliance statement is included. (LMI)

**ED 359 640** EA 025 077

**National Standards: Who Benefits?**

Wisconsin Center for Educational Research, Madison.

National Center for Effective Schools.

Pub Date—93

Note—21p.

Journal Cit—Focus on Change; n11 Sum 1993

Pub Type—Collected Works - Serials (022) —

Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Curriculum Evaluation, \*Educational Assessment, Educational Improvement, \*Educational Objectives, Educational Policy, Elementary Secondary Education, Federal Regulation, Minimum Competencies, \*Performance, \*Standards

Issues in the debate over national education standards for content and performance are examined in this journal issue. Interviews with three individuals in different areas of education were held, and each is described in narrative style by Anne Turnbaugh Lockridge. The first is with Linda Darling-Hammond, director of the National Center for Restructuring Education, Schools, and Training. She points to other initiatives for improving student achievement, such as equalized school financing and the provision of resources for teacher recruitment and education. In the second interview, Deborah Meier, the principal and co-founder of the Central Park Elementary Schools in New York City, expresses opposition to the standardization of standards. She argues for the "habits of mind" as developed in her schools, and draws from her own years in public education to illustrate her points. The third interview is with William Fernekes, a teacher and department chair at a Flemington, New Jersey, high school, who is currently involved in writing standards for the social studies. He distinguishes his viewpoint on national standards from that of the National Council for the Social Studies (NCSS) and identifies future implementation problems and necessary resources. Finally, a commentary by retiring National Center for Effective Schools (NCES) Director Richard A. Rossmiller points to the importance of effective money management and equity for effective schools. (Contains 13 references.) (LMI)

**ED 359 641** EA 025 078

**Impact of Educational Reform on Students in**

**At-Risk Situations, Phase III: Interim Report.**

**Executive Summary.**

Texas Education Agency, Austin.

Pub Date—May 92

Note—23p.; For preliminary findings from this study, see ED 337 899.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Persistence, \*Academic Standards, \*At Risk Persons, \*Dropout Rate, Educational Change, Educational Policy, Graduation Requirements, \*High Risk Students, High Schools, High School Students, \*State Standards  
Identifiers—\*Texas

This report presents findings from the 3rd year of a 4-year study of the impact of educational reform on at-risk students in Texas. Specifically, the study examined the effect of four reforms on at-risk students—the attendance policy, the no pass/no play rule, the driver's license law, and the TEAMS/TAAS (Texas Educational Assessment of Minimum Skills/Texas Assessment of Academic Skills) exit-level examination. Methodology involved three components: a longitudinal study of 9th- and 10th-grade at-risk students in 50 school districts; a



case study of 8 high schools; and a statewide survey of all high school principals, which elicited an 81 percent return rate. Findings suggest that the four policies do not increase academic achievement or graduation rates, which are the two purposes for implementing the reforms. First, the policies fail to touch many of the students defined as at risk using TEA criteria; and second, they do not influence many unidentified at-risk students who experienced difficulties. Specific policies are perceived to have little impact on regular students, but are viewed as having a neutral or negative impact on at-risk students. Effective policy implementation must take local variability into account, be ongoing, utilize locally existing networks, and promote cooperation among all levels. General policy recommendations are included at the end of the report. (LMI)

**ED 359 642** EA 025 080  
Public Education Waivers To Improve Student Achievement, 1991-92.

Texas Education Agency, Austin.

Report No.—TEA-GE3-200-01

Pub Date—Feb 93

Note—112p.

Available from—Texas Education Agency, Publications Distribution Office, 1701 N. Congress Avenue, Austin, TX 78701-1494 (\$2).

Pub Type—Reports—General (140)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Academic Achievement, \*Accountability, \*Decentralization, \*Elementary Secondary Education, \*Public Education, \*School Based Management, \*State Legislation, \*State School District Relationship, \*State Standards

Identifiers—\*Texas, \*Waivers

This report contains a synopsis of all public education waivers to improve student achievement granted to Texas school districts during the period from September 1, 1991 through August 31, 1992. The purpose of the waivers is to set aside a requirement or prohibition imposed by state law that inhibits student achievement. The state's educational governance philosophy is to allow districts maximum flexibility to develop processes and programs to achieve state standards for student achievement and to hold districts accountable. Following the introduction, the first section describes Texas Partnership Schools and how the waiver process applies to them. Subsequent sections offer descriptions and lists of waivers granted to school districts regarding staff development, course requirements, final examinations, certification, the Texas Teacher Appraisal System, textbooks, and other general waivers. The most prevalent waiver involved staff development, which allows a district or campus to conduct one or more days of staff development in lieu of student instruction. Numerous waivers were also granted in the areas of final examinations and course requirements. An index to waivers by district and a list of exceptions to maximum class size limitations are included. (LMI)

**ED 359 643** EA 025 081  
Verte, Virginia C. Downey, Carolyn J.

The Quality Fit.

Pub Date—93

Note—47p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Curriculum Evaluation, \*Educational Quality, \*Elementary Secondary Education, \*Evaluation Criteria, \*Organizational Development, \*Organizational Effectiveness, \*Organizational Theories, Standards

Identifiers—\*Deming Management Method, \*Downey Quality Fit Framework

This paper proposes a two-pronged approach for examining an educational program's "quality of fit." The American Association of School Administrators' (AASA's) Curriculum Management Audit for quality indicators is reviewed, using the Downey Quality Fit Framework and Deming's 4 areas of profound knowledge and 14 points. The purpose is to examine how the premises of the curriculum-management audit and the ideas of the quality movement align themselves. Compared with Downey's framework and Deming's areas of profound knowledge, findings demonstrate a strong alignment in the areas of purpose and structure, but little in the area of relationships. Compared with Deming's areas of profound knowledge and 14 points, there is considerable overlap of Deming's principles and the curriculum-audit standards. If the audit is used as a vehicle to transform a school system into a quality school system, top-level management

should: (1) drive out fear; (2) break down barriers between staff areas; (3) eliminate slogans, exhortations, and targets for the work force; and (4) eliminate numerical quotas for the work force and numerical goals for management. In summary, although there is significant overlap between the curriculum-audit and quality-management principles in some areas, other areas are implicitly addressed in the context of the audit. Seven tables are included. (Contains 22 references.) (LMI)

**ED 359 644** EA 025 082

Hannaway, Jane

School Districts: The Missing Link in Education Reform.

Spons Agency—Consortium for Policy Research in Education, New Brunswick, NJ.; Office of Educational Research and Improvement (ED), Washington, DC

Pub Date—Oct 92

Contract—OERI-G008600011

Note—26p.; Paper presented by the Annual Meeting of the Public Policy and Management Association (Denver, CO, October 1992).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Decentralization, \*Educational Change, \*Educational Environment, \*Educational Equity (Finance), \*Elementary Secondary Education, \*School District Autonomy, \*School Districts, \*State School District Relationship

Identifiers—\*California, \*Florida

This paper examines systematic ways in which school districts differ and the implications of these differences for how schools work and for the implementation of reform proposals. Data from the California State Department of Education and Florida State Department of Education were analyzed to examine the effect of organizational and resource variables on decentralization in school districts. Findings suggest that there is wide diversity among school districts with regard to autonomy and resources. District patterns of organizational structure are, to some extent, endogenous. In particular, school organizations facing different external political pressures adopt different structures, with consequent differences in patterns of influence. Districts in politically intense communities are likely to have lower returns on decentralization reforms. The degree of decentralization should be viewed in part as having evolved to respond to differences in the environment, including the political environment. These differences are likely to affect both the resistance to and the effectiveness of decentralization. Effective decentralization requires adaptation of its form and structure to reflect differences among districts. Five tables are included. (Contains 12 references.) (LMI)

**ED 359 645** EA 025 083

Robertson, Peter J. Kwong, Sophia S.

The Impact of Membership Diversity on School Council Decision Making.

Pub Date—Apr 93

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Citizens Councils, \*Cultural Differences, \*Decision Making, \*Elementary Secondary Education, \*Group Dynamics, \*Organizational Communication, \*Participative Decision Making, \*School Based Management

Identifiers—\*Diversity (Groups), \*Los Angeles Unified School District CA

This study explores the relationship between demographic diversity among members of school leadership councils and the nature and quality of their decision-making processes. A survey was mailed to all members of the leadership councils at 156 Los Angeles (California) Unified School District schools—of which 78 were involved in the shared decision-making (SDM) phase and 78 were involved in school-based management (SBM) phase. Fifty-seven schools, with a total of 682 surveys, qualified for inclusion in the study. Dependent variables included characteristics of the councils' functioning, and independent variables included aspects of the members' diversity. Findings indicate that differences in the amount of individual council experience negatively impacted group process. Greater role diversity had a positive effect on the level and quality of participation and on decision-making effectiveness. Gender and ethnic diver-

sity had a minimal impact on the measured facets of council functioning—decision-making effectiveness, problem-solving effectiveness, noneducator involvement, and council effectiveness. Overall, demographic diversity among council members did not have an overwhelming impact on the nature of councils' operations. The findings indicate that, on the whole, council members do not perceive such negative consequences as, for example, that diversity makes the decision-making process more problematic. One table is included. The appendix contains different variable scales and items. (Contains 15 references.) (LMI)

**ED 359 646** EA 025 084

Kirby, Peggy C. Bogotch, Ira

Information Utilization in Restructuring Schools: The Role of the Beginning Principal.

Pub Date—Apr 93

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Effectiveness, \*Administrator Responsibility, \*Administrator Role, \*Elementary Secondary Education, \*Group Dynamics, \*Information Dissemination, \*Information Seeking, \*Information Utilization, \*Organizational Communication, \*Participative Decision Making, \*Principals

Identifiers—\*Beginning Principals, \*Leadership in Educational Administration Dev., \*Louisiana

Findings of a study that examined how information is used in schools that have adopted shared decision-making practices are presented in this paper. The study focused on how first- and second-year principals access, use, and value various kinds of information. A total of 24 out of 29 Louisiana LEAD schools responded to a questionnaire, an approximate 83 percent return rate. Respondents included 22 principals and 134 teachers from 12 elementary schools, 4 middle schools, and 8 high schools. Findings demonstrate empirical support for a positive relationship between shared decision making and the valuing of information. In schools where teachers reported high levels of involvement, shared decision making involved greater use of external information. Teachers who did not report high levels of involvement perceived the shared decision-making process as time-consuming and tended to rely on group experiences for decision-making information. It is suggested that beginning principals utilize university facilitators, acquire training in the use of informed decision-making processes, and act as information providers. Two figures and four tables are included. (Contains 15 references.) (LMI)

**ED 359 647** EA 025 085

Hallinger, Philip Hausman, Charles

From Attilla the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools.

Pub Date—Apr 93

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Effectiveness, \*Administrator Responsibility, \*Administrator Role, \*Educational Change, \*Elementary Secondary Education, \*Instructional Leadership, \*Leadership, \*Leadership Styles, \*Participative Decision Making, \*Principals, \*School Based Management, \*School Restructuring

American policymakers have come to view principals as linchpins in plans for educational change. Findings of a study that examined how the principal's role changes in a school that is engaged in fundamental restructuring are presented in this paper. Data for the longitudinal case study of a suburban-urban school district in the northeastern United States were collected from 1988 to 1993. This paper focuses on the implementation processes of school-based management and shared decision making in two elementary schools. Methodology involved document analysis and interviews with central office administrators, members of the school leadership councils, and the two principals. Findings indicate that structural changes in the school increase the potential for conflict because principals must negotiate higher stakes decisions with parents

and staff, yet remain accountable to the central office. For the most part, the principals were unable to successfully adapt to the demands of the district context. Successful leadership in a participative decision-making context requires congruence of personal values with organizational goals, preparation in group process skills, instructional leadership abilities, and clear lines of authority and domains of responsibility. (Contains 31 references.) (LMI)

ED 359 648

EA 025 086

Wilkie, Alexander F.

# Lessons on Corporate Intervention into School-Based Management.

Pub Date—Apr 93

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cooperative Programs, \*Corporate Support, Elementary Secondary Education, Group Dynamics, Organizational Theories, \*Participative Decision Making, Politics of Education, \*School Based Management, School Business Relationship, \*Urban Education

Identifiers—\*New York City Board of Education

This paper documents the study of three schools participating in a school-improvement initiative carried out by the Board of Education of the City of New York, the Fund for New York City Public Education (the Fund), and the International Business Machines Corporation (IBM) during the 1990-91 school year. The project, the IBM/Fund Project for School Improvement, involved 25 New York City public schools that accepted the assistance of IBM manager trainers in the supervision of their School-Based Management/Shared Decision Making (SBM/SDM) teams. Methodology involved observation, document analysis, and interviews with key participants—IBM managers, school administrators, and team members. Follow-up interviews and observations were conducted one year later in the spring of 1992. Using Bolman and Deal's framework for structural and political approaches to decision making, the findings suggest that controversy and factionalism among team members, who viewed their concerns from the political perspective, was the greatest barrier to the implementation of IBM's structural methods. None of the three schools attempted to retain IBM facilitation in the following year. An implication is that the structural approach of the business community must be merged with the more political process of the school community. Recommendations are made for SBM/SDM teams and business-education cooperation. True bottom-up reform requires strategies developed within the context of school life. One table is included. (LMI)

ED 359 649

EA 025 087

Lezotte, Lawrence W., Ed. Jacoby, Barbara C. Ed.

# Effective Schools Practices That Work.

Pub Date—91

Note—96p.; Published by Effective Schools Products, Ltd.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

## EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, \*Change Strategies, \*Educational Improvement, \*Effective Schools Research, Elementary Secondary Education, \*Problem Solving, \*School Effectiveness

This monograph describes a number of successful solutions that have been used in schools involved in school improvement planning. Problem-solving strategies used by schools across the United States to address various situations are described, in which each school focused on student achievement and teaching learning for all students. The practices, based on effective schools research, were utilized in seven elementary schools, six junior high and middle schools, five high schools, and one school district. Programs, each of which is described in this report, addressed leadership training, alternative learning, reading improvement, participative action research, at-risk students, student mediation, individualized tutoring, mathematics achievement, and parent involvement. Data-based results are described and a contact source for each school is provided. (LMI)

ED 359 650

EA 025 091

Stringer, Bill

RIE DEC 1993

## District Provision: School Improvement from a District Curriculum Perspective.

Pub Date—Jan 91

Note—17p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, United Kingdom, January 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum Development, \*Educational Cooperation, Educational Improvement, Effective Schools Research, Elementary Secondary Education, Foreign Countries, \*School Districts

Identifiers—\*Australia (Victoria)

Findings of a study that examined the development of district cooperation to provide a comprehensive curriculum in Victoria, Australia, are presented in this paper. Methodology involved observation and interviews with 34 key participants from schools in two districts. Participants expressed positive attitudes toward the district provision process but expressed underlying concerns. Conclusions are that the district provision process enables schools to cooperate on curriculum and learning issues, but that successful collaboration is hindered by too many schools involved in each district and lack of supportive leadership and time. Districts can be valuable coordinating structures when they focus on articulating curriculum programs on a P-12 basis. Finally, if district provision were the only innovation requiring implementation, optimism could be warranted. However, overfull political and educational agendas may hinder schools' maintenance of energy and will. Six tables are included. (LMI)

ED 359 651

EA 025 092

## One Student at a Time: Report of the State Board of Education Task Force on High School Education.

Texas Education Agency, Austin.

Report No.—TEA-GE2-091-05

Pub Date—Oct 92

Note—64p.

Available from—Texas Education Agency, Publications Distribution Office, 1701 N. Congress Avenue, Austin, TX 78701-1494.

Pub Type—Reports - Evaluative (142)

## EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Educational Improvement, \*Educational Policy, Educational Quality, \*High Schools, \*Outcomes of Education, \*School Restructuring, State Action, \*State Standards

Identifiers—\*Texas

In creating the Texas Task Force on High School Education, the State Board of Education directed the task force to review the status of public high school education in Texas and develop a policy to prepare the state's high schools for the 21st century. This report is the task force's response to that charge. The first section analyzes the need for restructuring Texas high school education. Inadequacies of the current system are demonstrated in academic underachievement, particularly among minority students, and health and safety issues. Subsequent sections offer information on each part of the high school education policy: mission; community of learning; organization; curriculum, instruction, and assessment; professional growth and development; and student supports. Recommendations for restructuring include the following: abandon academic tracking and class ranking; pair each student with a teacher to develop an individualized learning plan; improve teacher working conditions and give teachers more control; coordinate student support services with other professionals; and develop an instruction-focused, flexible daily school schedule. To implement the task force policy, it is recommended that secondary education build educational excellence and equity, provide professional development, create a network to support high school restructuring, communicate and coordinate high school reform, and establish local and state conferences on high school education. (Contains 35 references.) (LMI)

ED 359 652

EA 025 093

Liontos, Lynn Balster

## Transformational Leadership: Profile of a High School Principal.

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—Jul 93

Note—65p.

Available from—Publication Sales, Oregon School

Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$7 prepaid, nonmember; \$4.50 prepaid, member; \$3 postage and handling on billed orders).

Journal Cit—OSSC Bulletin; v36 n9 Jul 1993

Pub Type—Guides - Non-Classroom (055) — Historical Materials (060)

## EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Characteristics, \*Administrator Effectiveness, Biographies, Change Agents, Educational Improvement, High Schools, \*Leadership Styles, Participative Decision Making, Personality Traits, \*Principals, School Restructuring, \*Teamwork

Identifiers—Caring, Empowerment, \*Eugene Public Schools OR, Facilitator Styles, \*Transformational Leadership

Drawing on extensive staff interviews, this publication profiles a high school principal in Eugene, Oregon, who exhibits many aspects of transformational leadership. Transformational leadership is improvement oriented and comprises three elements: (1) a collaborative, shared decision-making approach; (2) an emphasis on teacher professionalism and empowerment; and (3) an understanding of change, including how to encourage change in others. Bob Anderson is principal at North Eugene High School, which has evolved into an outstanding, innovative school under his leadership. Chapter 1 tells how Anderson entered the administration field and describes his personality. Chapter 2, devoted to Anderson's first years at North Eugene, traces his evolution as a transformational leader and describes how he set the stage for risk-taking, growth, and change. Chapters 3 through 7 focus on five key aspects of transformational leadership: working in teams, seeing the big picture, empowering others, creating ownership, and continually improving the school. Chapter 8 summarizes and analyzes Anderson's leadership style, discussing how it differs from models in the literature, describing the way he leads, and identifying how his leadership has affected North Eugene High School. Anderson is a nondirective, flexible, nurturing, and intuitive administrator who has successfully striven for improved student achievement, collaborative school restructuring, and leader expendability. (Contains 23 references and 14 interviews.) (MLH)

ED 359 653

EA 025 095

Pearce, Jonathan

## Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship.

Pub Date—Aug 93

Note—24p.

Pub Type—Reports - Research (143)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, \*Employer Employee Relationship, \*Employment Practices, Job Satisfaction, \*Personnel Policy, \*Retirement, School Districts, \*School Personnel, Secondary School Teachers, Teacher Attitudes, Teacher Retirement

Findings of a study that examined retired educators' attitudes toward their retirement are examined in this paper. A survey of 260 educators of whom three-fourths were K-12 teachers and one-fourth were school administrators in four California counties elicited a 52 percent return rate. Findings indicate that retired educators were not inclined to complain about their circumstances. However, many respondents perceived that their former employing organizations did not regard and respect them. Retirement is also compared to the process involved in suffering a major loss. It is recommended that districts provide expanded preretirement orientations, recognize service and express appreciation in a well-planned and executed ceremony, make efforts to maintain contact with retirees, and utilize the energy and talents of retirees. Five tables are included. (Contains 33 references.) (LMI)

ED 359 654

EA 025 096

Louis, Karen Seashore

## Beyond Bureaucracy: Rethinking How Schools Change.

Pub Date—[93]

Note—20p.

Pub Type—Opinion Papers (120)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Change, Elementary Secondary Education, \*Learning Strategies, Learning Theories, \*Organizational Change, \*Organizational Development, Organizational Theo-

ries. \*School Restructuring.

This paper examines the implications of the organizational-learning concept for policy and practice in school restructuring. The organizational-learning framework emphasizes the individual and collective cognitive and behavioral transformations that occur as part of the emergence of new organizational patterns. Various models for organizational change are discussed, with a focus on managed change. Implications of the organizational-learning framework for educational change are as follows: (1) school restructuring is an important precursor to real paradigmatic change; (2) schools have deeply embedded dysfunctional learning habits that must be attacked; (3) the organizational learning framework avoids placing blame for organizational problems; (4) teachers' and principals' expectations about the nature of leadership are inconsistent with that of the organizational-learning framework; and (5) the emerging paradigm will probably result in increased centralization in U.S. schools. The organizational-learning framework has elements of both managed change (structure and leadership) and anarchy (unpredictability). The application of organizational-learning theories helps to resolve some of these issues by identifying aspects of the change process that are more or less manageable and by suggesting ways in which the subjective aspects of change may be incorporated into more traditional change approaches, such as strategic planning. (Contains 30 references.) (LMI)

ED 359 655

EA 025 100

Munoz, Mark A.

**The Development and Implementation of Inservice Management Training for Entry-Level Classified Personnel: Phase One—Personnel Selection.**

Pub Date—19 May 93

Note—189p; Practicum Report, Nova University  
Pub Type—Dissertations/Theses—Practicum Papers (043)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Elementary Secondary Education, \*Inservice Education, \*Management Development, \*Personnel Management, Personnel Selection, School Personnel, \*Staff Development, \*Supervisory Training  
Identifiers—\*Florida

This practicum paper describes a training intervention project that was designed to improve classified employees' personnel selection and problem-solving skills. The project addressed the following personnel issues: legal issues of employment, critical thinking, job analysis, selection style, interviewing techniques, and employee induction. Fifteen head custodians from a Florida school district participated in a 6-week training program to decrease the probability of illegal hiring practices among entry-level managers. Methodology involved a needs assessment survey and pre- and post-test surveys. Upon completion of the program, participants demonstrated a strong growth in their knowledge of personnel selection and problem-solving, and a positive attitude toward the change in personnel-selection process and problem solving. The training program will be extended to other groups, such as personnel administration. Appendices include a trainer's guide, sample memorandums and letters, a certificate of completion, evaluation materials, and program handouts. Eight figures are included. (Contains 38 references.) (LMI)

ED 359 656

EA 025 103

**The Pocket Condition of Education, 1993.**

National Center for Education Statistics (ED), Washington, DC.  
Report No.—NCES-93-466

Pub Date—Jul 93

Note—13p; For full document on which these examples are based, see ED 357 513. Contains some low-contrast print.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Assessment, \*Educational Resources, \*Educational Trends, Elementary Secondary Education, Pamphlets, Postsecondary Education, \*School Demography, \*School Statistics, Tables (Data)

Identifiers—\*Indicators

A small sample of the 60 indicators reported on in the full annual report "Condition of Education, 1993" are provided in this brief booklet, i.e., the following six tables: (1) enrollment rates in prekindergarten education; (2) international comparisons of reading literacy; (3) mathematics and science course-taking patterns; (4) transition from high

school to work; (5) international comparisons of public expenditures for education; and (6) time to complete baccalaureate degree. (LMI)

ED 359 657

EA 025 106

Reynolds, David

**Linking School Effectiveness Knowledge and School Improvement Practice.**

Pub Date—Jan 91

Note—24p; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, January 1991).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Improvement, \*Educational Theories, \*Effective Schools Research, Elementary Secondary Education, Foreign Countries, Models, \*School Effectiveness, Theory Practice Relationship

This paper outlines the reasons for the overall lack of synchronization between school-effectiveness knowledge and school-improvement practice at the international level. It surveys the two communities, attempts to understand the origins and distinctiveness of the two paradigms, and outlines what each community could gain from an appreciation of the other's knowledge base. It concludes with an outline of what changed practice within each of the communities could contribute to satisfaction of the other's knowledge needs. Examples of programs that integrate the two bodies of knowledge, creating a new paradigm, are described: (1) the "Improving the Quality of Education" project at the Cambridge Institute of Education; (2) the series of school-improvement programs run by the Halton Board of Education in Canada; and (3) school-improvement attempts at the University of Wales, College of Cardiff. One table is included. (Contains 42 references.) (LMI)

ED 359 658

EA 025 107

Jones, Judy A.

**Performance-Based Diploma Program: An Award-Winning Approach to Dropout Prevention.**

Pub Date—Apr 92

Note—8p; Paper presented at the Annual Meeting of the National School Boards Association (52nd, Orlando, FL, April 25-28, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, Competency Based Education, \*Dropout Prevention, \*Dropout Programs, Dropouts, \*Educational Innovation, Elementary Secondary Education, \*High School Equivalency Programs, Program Design, Program Evaluation

Identifiers—\*Florida

Outcomes of the Performance-Based Diploma (PBD) Program, a program implemented at a high school in the southeast United States, are described in this paper. The basic elements for success are people, program design, and product. Staff function on the belief that teachers exist to meet students' needs. The program includes the following components: flexible scheduling, caring and competent teachers, an individualized academic curriculum, self-paced computer-assisted instruction, vocational training opportunities, counseling, no grades, and innovative student discipline policies. The program has retained 75-80 percent of its students each year. Participating students pass the GED and acquire vocational and coping skills. (LMI)

ED 359 659

EA 025 108

White, William D.

**Why a Year Round School District Moved from a Multi-Track to a Single Track Operation.**

Pub Date—Feb 93

Note—16p; Paper presented at the Annual Meeting of the National Association for Year-Round Education (24th, Las Vegas, NV, February 6-11, 1993). For related document, see EA 025 109.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cost Effectiveness, Elementary Secondary Education, \*Extended School Year, \*Nontraditional Education, School Districts, \*School Schedules, \*Year Round Schools

Identifiers—\*Jefferson County School District CO  
One of the most rapidly growing innovations in

education in the United States is the adoption of year-round calendars. The largest year-round operation during the 1970's and a model for many districts was run by the Jefferson County, Colorado, School District. After 14 years of year-round schooling, the district returned to a modified 9-month calendar in 1988. This document discusses the reasons for the calendar change. Factors in the decision include the following: increased demand for schools in new neighborhoods; the Board of Education view of year-round education as a temporary housing measure; administrative factors (year-round schools create more work for administrators at the building level and at the central office, the majority of the 112 schools in this district were on a 9-month schedule, etc.); the appeal of new school construction with technological advances; changing educational priorities of the county school board; failure to perceive the cost savings of year-round education; and stipulation by the board that all schools within an attendance area have the same calendar. Recommendations are made that address each of these barriers. Five tables are included. (LMI)

ED 359 660

EA 025 109

White, William D.

**Educational Benefits in Year-Round High Schools.**

Pub Date—8 Feb 93

Note—28p; Paper presented at the Annual Meeting of the National Association for Year-Round Education (24th, Las Vegas, NV, February 6-11, 1993). For a related document, see EA 025 108.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Extended School Year, \*High Schools, \*Nontraditional Education, \*Outcomes of Education, Quarter System, \*School Schedules, Vocational Education, Year Round Schools

Identifiers—\*Jefferson County School District CO  
This paper describes benefits of year-round education experienced by principals and teachers in 12 secondary schools in Jefferson County, Colorado. The Concept-6 three-track plan, which was implemented for 15 years, resulted in the following benefits: increased learning time and intensity; fifth-quarter enrichment; remedial interventions; industrial cooperative education; and alternative education. Year-round schooling contributes to a decreased dropout rate and provides all-year counseling, cooperative work experience, school and community services, and improved staff development. Various curriculum sequences are presented. One figure, eight tables, and four sample calendars are included. (LMI)

ED 359 661

EA 025 111

Sandler, Linda Vandegrift, Judith A.

**Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program.**

Arizona State Univ., Tempe. Morrison Inst. for Public Policy.

Pub Date—Jul 93

Note—86p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agency Cooperation, \*Community Coordination, \*Community Services, Dropout Programs, Educational Cooperation, Elementary Secondary Education, \*High Risk Students, Outreach Programs, \*Public Service, \*Volunteers  
Identifiers—\*Arizona

Arizona's Serve-America Project is a K-12 community service program funded by the National and Community Service Act of 1990. Through formal school/community agency and youth organization/community agency partnerships, the project is designed to: (1) encourage school-age and out-of-school youth to volunteer their services; (2) increase the number of adult volunteers in Arizona's schools; (3) provide productive, meaningful educational experiences for participants; and (4) emphasize coordination of community agencies. This report describes outcomes achieved by 15 out of the 17 participating projects for 1993. Based on self-reports, programs identified their strengths, some of which include effective student learning components, individualized volunteer service, community involvement, volunteer empowerment, staff commitment, and public recognition. Improvement is needed in the following areas: use of advisory committees; volunteer recruitment; staff reflection; staff/volunteer training; and interagency coordination. It is recommended that evaluators develop



clear, operational definitions of terms and work more closely with programs in refining their service learning elements. Two tables and two figures are included. Appendices contain program descriptions, evaluation directions and forms, and demographic data. (Contains 30 references.) (LMI)

**ED 359 662** EA 025 112

*Bierlein, Louann Mulholland, Lori*  
**Charter Schools: A Viable Reform Initiative.**  
Arizona State Univ., Tempe. Morrison Inst. for Public Policy.  
Pub Date—Nov 92  
Note—40p.  
Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Accountability, Educational Innovation, Elementary Secondary Education, Governance, \*Nontraditional Education, \*School Choice, \*School Restructuring, \*State Action, State Legislation  
Identifiers—California, \*Charter Schools, Minnesota

To date, only two states (Minnesota and California) have passed charter-school legislation. This report presents details from these two states regarding charter-school formation, including roles played by teachers and organizers, by local school boards as sponsors, and by county or state officials in providing an appeals process and technical assistance. Statutory requirements, legal responsibilities, funding mechanisms, and employment issues (hiring and dismissal, collective bargaining, and job security) are also detailed. The report offers recommendations to policymakers considering potential charter-school legislation and analyzes the following questions: Who should sponsor? Which state laws/rules should remain? What about the mechanics of funding? Who should govern? How can resistance be overcome? What about private school inclusion? Do charter schools conflict with consolidation efforts? What role should the state play? and Will charter schools cost more? A conclusion is that charter schools appear to be a viable reform initiative, especially for states considering school choice, decentralization, and/or more innovative accountability systems. Findings suggest that benefits outweigh the impending policy battles. Appendices contain a comparison of Minnesota and California charter-school laws and copies of Minnesota's outcome-based school legislation (1991) and California's charter-school legislation (1992). (LMI)

**ED 359 663** EA 025 113

*Sheane, Kim Bierlein, Louann*  
**Barriers to School Restructuring.**  
Arizona State Univ., Tempe. Morrison Inst. for Public Policy.  
Pub Date—Oct 92  
Note—27p.

Pub Type—Reports - Descriptive (141)  
**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Decentralization, \*Educational Change, Educational Innovation, Educational Policy, Elementary Secondary Education, Participative Decision Making, \*Resistance to Change, \*School Based Management, \*School Restructuring, \*State Action  
Identifiers—\*Arizona

In 1990, the Arizona legislature initiated the Arizona School Restructuring Pilot Project. This report identifies local- and state-level barriers encountered in the first 2 years. Outcomes are presented for the 15 pilot schools—11 elementary and 4 high schools—that were selected in a competitive grant process. Data were collected through school self-evaluation surveys, telephone interviews with key participants, and onsite observations. The following local-level barriers are identified: lack of training/inservicing for key stakeholders; lack of knowledge concerning state laws, school board rules, and available resources; district actions to maintain uniformity; limited discretionary monies allocated to the school-level; and the impact of district-negotiated teacher contracts. State-level barriers included: restrictive certification requirements; numerous state-mandated instructional topics without adequate financing and support; excessive and redundant reporting requirements; an inequitable finance formula and budgetary restrictions; and restrictive teacher-dismissal laws with prolonged timelines. Given the resistance to state-mandated restructuring, it is suggested that state-level policymakers focus instead on empowering school-based

personnel through information, training, and support. Recommendations are made for developing such an infrastructure of support. Nine figures are included. The appendix contains a list of participating schools and a funding summary for the pilot project. (LMI)

**ED 359 664** EA 025 114

*Bierlein, Louann And Others*  
**A National Review of Open Enrollment/Choice: Debates and Descriptions.**  
Arizona State Univ., Tempe. Morrison Inst. for Public Policy.  
Pub Date—Jul 93  
Note—93p.  
Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**  
Descriptors—Admission (School), Educational Change, Educational Innovation, \*Educational Opportunities, Elementary Secondary Education, \*Nontraditional Education, \*Open Enrollment, Private School Aid, Private Schools, Public Schools, \*School Choice, School Restructuring, State Legislation, \*State Programs

This report examines the issue of educational choice in detail, beginning with a historical review and concluding with a look at the future of choice in the United States. Focusing on both opposing and supporting sides of the debate, this report examines equity issues, including access to information, adequate and appropriate transportation, fair and objective admission criteria, and segregation issues. Finance issues, such as the costs of including private schools, local funding concerns, and the notion of a flawed rewards-and-sanctions system, are reviewed. Common school and constitutional issues, the supremacy of private schools, and debates surrounding the bureaucratic entrenchment of public education are also highlighted. Information from experts and examples of actual programs are provided for each issue. School-choice programs have demonstrated continued program growth, few dramatic effects, and general parental satisfaction. Regarding the future of school choice, the question appears to be shifting away from "Should there be choice at all?" toward "What kind of choice is appropriate?" Appendices contain a national review of the status of open enrollment/choice programs during 1993, a description of formal choice programs in 14 states, and descriptions of programs in 12 states with limited formal legislation or legislation considered in 1993. (Contains 44 references.) (LMI)

**ED 359 665** EA 025 115

*Sheane, Kim E.*  
**Participatory Management Emphasizing Quality: A Viable Alternative for American Corporations and Schools?**  
Arizona State Univ., Tempe. Morrison Inst. for Public Policy.  
Pub Date—Apr 93  
Note—5p.

Pub Type—Opinion Papers (120)  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Decision Making, Elementary Secondary Education, \*Organizational Change, Organizational Climate, \*Organizational Development, \*Organizational Theories, \*Participative Decision Making, \*Resistance to Change, Teamwork  
Identifiers—\*Total Quality Management

This paper addresses issues and the viability of applying participatory management (PM) to education, with focus on Total Quality Management (TQM). Following a description of PM techniques with an TQM focus and a historical overview of Deming's management theory, four stages of team growth experienced during the implementation process are described—forming, storming, norming, and performing. Thirteen barriers to the institutionalization of PM practices are identified, some of which include: employees' fear of changes in the organization of work; adversarial management-employee relations; a view of PM as a quick fix; lack of commitment and leadership; and lack of team member training. Solutions are offered to each of the barriers, some of which include: establish a clear policy; use trained facilitators; provide training and inservicing of administrators and employees; emphasize the process as well as the product; and provide team rewards. In conclusion, PM and TQM are viable alternatives to current western management practices in corporations and schools. One table is included. (LMI)

**ED 359 666** EA 025 116

*Martinez, Barbara Vandegrift, Judith A.*  
**Failing Students—Is It Worth the Cost? Issue Paper #3.**  
Arizona State Univ., Tempe. Morrison Inst. for Public Policy.  
Pub Date—Dec 91  
Note—5p.

Pub Type—Opinion Papers (120)  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Academic Achievement, Academic Failure, \*Cost Effectiveness, Dropout Rate, Educational Economics, Educational Finance, Elementary Secondary Education, \*Grade Repetition, \*High Risk Students, Low Achievement, \*Potential Dropouts, \*Student Promotion  
Identifiers—\*Arizona

This paper analyzes the value of student retention practices, or of flunking students, and presents viable options. Advocates of retention argue that it prevents future academic failure, ensures mastery of the basic skills necessary for success in higher grades, and motivates students. However, others argue that retention is associated with subsequent poor academic achievement, low self-esteem, negative attitudes toward school, and high dropout rates. Overall, research findings demonstrate that retention has no significant, positive, longterm effect on academic achievement. Alternatives to retention are programs that give students individualized time and attention, such as the Arizona At-Risk Pilot Project. Since 1987, the 42 K-3 demonstration sites have experienced decreased dropout rates, improved achievement scores, and reduced absenteeism. However, pilot districts in general lacked specific retention policies, definitions, and criteria. A conclusion is that alternative programs are more cost effective than retention in terms of economic and personal costs. Seven recommendations for policy and practice regarding student retention are presented. Two tables are included. (LMI)

**ED 359 667** EA 025 117

*Peskin, Alan*  
**The Relationship between Culture and Curriculum: A Many Fitting Thing. Project Report.**  
National Center for School Leadership, Urbana, IL. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—[90]  
Contract—R117C80003; RT15A00430  
Note—54p.

Pub Type—Opinion Papers (120)  
**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—Cross Cultural Studies, \*Cultural Context, \*Culture, \*Curriculum Development, \*Educational Theories, Elementary Secondary Education, Multicultural Education, Politics of Education

This paper discusses the relationship between culture and curriculum, examining the ways in which school constituencies seek to manifest some aspect of culture in the school curriculum. These individuals and groups operate formally and informally to have schools become fitting means to some valued ends. The relationship between schools and their constituencies occurs in a complex cultural context, wherein individuals and groups are "agents" of a particular orientation that schools should reflect. At any given point in time, schools are the focus of a multitude of competing orientations directed to making schools fitting places, from some specified point of view. Macro- and micro-level theories are presented, which describe the divergent purposes of education—for assimilation, ethnic or community maintenance, economic competitiveness, status maintenance or reversal, and citizenship. Contains 189 references. (LMI)

**ED 359 668** EA 025 119

*Krug, Samuel E.*  
**Instructional Leadership, School Instructional Climate, and Student Learning Outcomes. Project Report.**  
MetriTech Inc., MI.; National Center for School Leadership, Urbana, IL.  
Spons Agency—Department of Education, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.  
Pub Date—21 Jun 92  
Contract—R117C80003; RT15A00430  
Note—30p.

Available from—National Center for School Leadership, University of Illinois at Urbana-Champaign, 1208 W. Springfield, Urbana, IL 61801

(58).  
 Pub Type—Reports + Research (143)  
**EDRS Price - MF01/PC02 Plus Postage.**  
 Descriptors—\*Academic Achievement, Administrator Effectiveness, Administrator Role, Correlation, \*Educational Environment, Elementary Education, Elementary School Teachers, Instructional Environment, \*Instructional Leadership, Junior High Schools, \*Leadership, Middle Schools, \*Organizational Climate, Secondary School Teachers  
 Identifiers—Illinois (Chicago Metropolitan Area)  
 Findings of a study that examined how effectively instructional leadership and instructional climate predict student learning outcomes are presented in this paper. Surveys to determine principals' self-perceptions and teachers' perceptions of instructional climate were completed by 72 principals and 1,523 teachers. Achievement results for 9,415 students, taken from the Illinois statewide student-assessment program, were available at the third-grade level (56 schools), sixth-grade level (41 schools), and eighth-grade level (15 schools). The dimensions of instructional leadership included: defining mission; managing curriculum and instruction; supervising and supporting teaching; monitoring student progress; and promoting instructional climate. Measured dimensions of instructional climate included accomplishment, recognition, power, and affiliation. Findings demonstrated a significantly positive correlation between principals' self-ratings of instructional leadership and student achievement. The correlations were strongest for academic satisfaction, recognition, accomplishment, and commitment. No significant relationships were found between teacher ratings of instructional leadership and student achievement, though they were generally positive. In conclusion, the findings provide empirical evidence for a strong relationship between instructional leadership and student learning outcomes. (Contains 26 references.) (LMI)

**ED 359 669** EA 025 120

*Midgley, Carol Maehr, Martin L.*  
**A Theory-Based Approach to Restructuring Middle Level Schools.**

Michigan Univ., Ann Arbor. School of Education; National Center for School Leadership, Urbana, IL  
 Spons Agency—Department of Education, Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[92]  
 Contract—R117C80003; RT15A00430  
 Note—35p.  
 Available from—National Center for School Leadership, University of Illinois at Urbana-Champaign, 1208 W. Springfield, Urbana, IL 61801 (58).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Educational Change, \*Educational Environment, Junior High Schools, Junior High School Students, \*Middle Schools, Organizational Development, \*Participative Decision Making, \*School Restructuring, \*Theory Practice Relationship

Identifiers—Middle School Students

This paper describes the implementation of a reform program in a middle school located in a relatively large school district in southeastern Michigan. First, an integrative theory is presented as a promising framework for reforming middle-grade schools. The theory was developed within a social-cognitive framework that emphasizes the importance of students' interpretation of the goals that are dominant in an achievement setting. School policies and practices influence whether task-focused and/or ability-focused goals are perceived by students. A task focus is associated with optimal motivation and use of effective learning strategies. Unfortunately, a task focus becomes less common, and a focus on relative ability becomes more common when students move to middle-grade schools. To illustrate how this theory can be used in restructuring efforts, experiences of working with a team of leaders in a middle school are described. The school leadership team examined and changed school policies and practices, which promoted a school focus on learning and task mastery, rather than on performance and relative ability. Three tables are included. (Contains 83 references.) (LMI)

**ED 359 670** EA 025 121

*Harvey, Michael J.*

**Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP#12.**

National Center for School Leadership, Urbana, IL  
 Spons Agency—Department of Education, Washington, DC; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 91  
 Contract—R117C80003; RT15A00430  
 Note—38p.; Paper presented at the Annual Meeting of the Australian Council for Educational Administration (Gold Coast, Queensland, Australia, September 1991).

Available from—National Center for School Leadership, University of Illinois at Urbana-Champaign, 1208 W. Springfield, Urbana, IL 61801 (54).

Pub Type—Opinion Papers (120) — Speeches / Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Effectiveness, Administrator Responsibility, \*Administrator Role, Cultural Context, Culture, \*Educational Environment, Elementary Secondary Education, Interaction, \*Organizational Climate, Organizational Communication, \*Principals, \*School Orientation

Identifiers—\*New Principals

Recognition of the school as a cultural phenomenon has implications for the way in which the new principal enters a fully operational school, defines a role, and attempts to exercise influence. This paper outlines a three-part general strategy whereby the new principal can become a participant in the ongoing negotiation of the school culture. First, the new principal must discover the culture of the school by learning how to read the competing sets of cognitions held by school participants. Second, through communication with school participants, the principal helps to shape the context and meanings that influence behavior. Third, the principal legitimizes meanings and reaffirms key values of the school culture. In the micropolitics of the school, the credibility of the new principal depends upon his or her capacity to manage the culture of the school. (Contains 45 references.) (LMI)

**ED 359 671** EA 025 261

**Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts.**

Department of Education, Washington, DC.  
 Pub Date—13 Sep 93  
 Note—124p.

Pub Type—Reports - Evaluative (142) — Legal / Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Educational Change, \*Educational Improvement, Elementary Secondary Education, \*Excellence in Education, Federal Legislation, \*Federal Programs, Government Publications, Instructional Improvement, \*Partnerships in Education, Poverty, Public Schools, Standards, Student Needs

Identifiers—\*Elementary Secondary Education Act, Goals 2000, National Education Goals 1990, \*Reauthorization Legislation

Established in 1965, the Elementary and Secondary Education Act (ESEA) offered federal support to schools in low-income communities. Over the years, Congress amended and expanded the Act seven times. Evaluations of ESEA indicate that funds are spread thinly, instead of being targeted where the needs are greatest. The traditional add-on programs supported under ESEA are not powerful enough to help America reach the National Education Goals. The United States Department of Education recommends here that when ESEA is reauthorized it must set five clear priorities: (1) high standards for all children, with the elements of education aligned, so that everything is working together to help all students reach those standards; (2) a focus on teaching and learning; (3) flexibility to stimulate local school-based and district initiative, coupled with responsibility for student performance; (4) links among schools, parents, and communities; and (5) resources targeted to where needs are greatest and in amounts sufficient to make a difference. A detailed description of the changes proposed is presented title by title and program by program: "Helping Children in Need Meet High Standards" (Title I); "Improving Teaching and Learning" (Title II); "Expanding Opportunities for Learning" (Title III); "Safe and Drug-Free Schools and Communities" (Title IV); "Promoting Equity" (Title V);

"Indian Education" (Title VI); "Bilingual and Immigrant Education" (Title VII); "Impact Aid" (Title VIII); and "General Provisions" (Title IX). Each program section contains "what's new," "what we've learned," and "what we propose." Also discussed are amendments to the General Education Provisions Act, the Individuals with Disabilities Education Act, and the Stewart B. McKinney Homeless Act. The program sections are followed by a total of 96 notes. (MLF)

## EC

**ED 359 672** EC 301 060

*Walker, Sylvia, Ed. And Others*

**Future Frontiers in the Employment of Minority Persons with Disabilities. Proceedings of the National Conference (March 28-30, 1990).**

Howard Univ., Washington, DC. Research and Training Center for Access to Rehabilitation and Economic Opportunity; President's Committee on Employment of People with Disabilities, Washington, DC.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—91  
 Contract—H133B80059  
 Note—120p.; For selected papers, see EC 301 061-072.

Available from—Howard University Research and Training Center for Access to Rehabilitation and Economic Opportunity, 2900 Van Ness St., N.W., Holy Cross Hall, Suite 100, Washington, DC 20008; President's Committee on Employment of People with Disabilities, 1331 F Street, N.W., Washington, DC 20004-1107.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Accessibility (for Disabled), Adults, \*Agency Cooperation, American Indians, Asian Americans, Assistive Devices (for Disabled), Blacks, Children, Computer Oriented Programs, Cooperative Programs, Cultural Differences, Cultural Pluralism, Delivery Systems, \*Disabilities, \*Educational Opportunities, \*Employment, Employment Opportunities, Futures (of Society), Hispanic Americans, Incidence, Information Technology, \*Minority Groups, Program Development, Public Policy, Rehabilitation, Substance Abuse, Teamwork, Technology, \*Vocational Rehabilitation

This proceedings reports on a national conference which explored means of eliminating and reducing barriers to employment, educational opportunities, and rehabilitative services for minority individuals with disabilities. Section I, titled "Policy Implications and Future Forecasts," contains five papers with the following titles and authors: "Future Frontiers in the Employment of Minority Persons with Disabilities: NIDRR's Role" (William H. Graves); "Status of Minority Persons with Disabilities: Where Do We Go from Here?" (Howard Moses); "Prevalence, Distribution and Impact of Disability among Ethnic Minorities" (Sylvia Walker and others); "Differences in Rehabilitation Service Utilization Patterns of African Americans and White Americans with Disabilities" (Faye Z. Belgrave and Sylvia Walker); and "Substance Abuse among Physically Disabled Patients in a Hospital Serving Urban Minorities" (Herbert L. Thornhill). Section II, titled "New Frontiers in Multicultural Approaches," includes: "Enhancing Diversity: A Multicultural Employment Perspective" (Lynda R. Campbell); "Hispanics with Disabilities in the Work Force: A Window of Opportunity" (Antonio Suazo); "Vocational Rehabilitation and the American Indian: Where Is the Innovation?" (Jennie R. Joe); and "The Employment of Asian/Pacific Minority Persons with Disabilities" (Alan H. Woo). Section III, "Frontiers in Assistive Technology," offers the following five papers: "Future Frontiers in the Access to Technology" (Robert W. Nicholls); "Hearing To Read: The Kurzweil Reading Machines" (Grace J. Lyons); "What Is Appropriate Technology?" (Jan Galvin and Betsy Phillips); "The Computer: A Vehicle for Access for People with Disabilities" (Susan Boaz); and "Information Technology Program for Persons with Disabilities" (Patrick Sheehan). The final section, "Advancing Frontiers through Collaboration," contains "Bridges to Leadership 2000: Howard University Youth Leadership Training Program" (Sylvia Walker and Satwant Kaur); "Maxi-

mizing Potential: The Parents' Role" (Shirley Poin-dexter Dyer); "America's Mean Streets: A Chal-lenge to Youth" (Isaac W. Hopkins); "Collaborative Models: Partnerships for Success" (Joyce Keener); and "Empowering Minority Persons with Disabili-ties through Collaboration" (Toni Killings). (JDD)

ED 359 673 EC 301 071

Walker, Sylvia Kaur, Sawant  
Bridges to Leadership 2000: Howard University  
Youth Leadership Program.

Pub Date—91

Note—6p.; In: Future Frontiers in the Employment of Minority Persons with Disabilities. Proceed-ings of the National Conference (March 28-30, 1990); see EC 301 060.

Pub Type—Speeches/Meeting Papers (150) — Re-ports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Black Youth, \*Career Development, \*Disabilities, \*Economically Disadvantaged, Em-ployment Programs, Intermediate Grades, Inter-personal Competence, Job Skills, Mentors, Minority Group Children, Models, Program De-velopment, Role Models, Secondary Education, Self Concept, Social Integration, \*Vocational Re-habilitation

Identifiers—\*Bridges to Leadership 2000

The purpose of the Bridges to Leadership 2000 program is to implement a service delivery model for economically disadvantaged and minority youth with disabilities, from ages 11 to 21. The program is conducted with the help of the Howard University Research and Training Center for Access to Re-habilitation and Economic Opportunity, and is being carried out in the District of Columbia, New Jersey, Michigan, Georgia, New York, and California. The program provides role models, mentorship, and work orientation to enable participants to increase their social and work-related skills. Experiences are designed to bring about increased confidence, infor-mation about the world of work, and positive self-concepts. In addition to monthly meetings, spe-cial events are organized throughout the year. Other features of the program include the integration of disabled and nondisabled students, the Annual Ca-reer Day Conference, special achievement incen-tives, networking and collaboration, and assistance in finding summer employment. (JDD)

ED 359 674 EC 301 072

Dyer, Shirley Poin-dexter  
Maximizing Potential: The Parents' Role.

Pub Date—91

Note—8p.; In: Future Frontiers in the Employment of Minority Persons with Disabilities. Proceed-ings of the National Conference (March 28-30, 1990); see EC 301 060.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Autism, Child Development, \*Child Rearing, Communication Skills, Coping, \*Disabili-ties, Elementary Secondary Education, Inter-vention, Motivation, \*Parent Role, Parents as Teachers, \*Personal Narratives, \*Self Actualiza-tion

The mother of a 16-year-old daughter with autism offers a parental perspective on coping with a child's disability. The paper emphasizes that through direct interaction with the child and the child's teacher and through taking an active role in the child's ac-tivities and achievements, the child's potential can be discovered and the child can be motivated to achieve it. The development of communication skills in the 16-year-old girl, through use of such techniques as "reverse echolalia" and having family members join in with her during her self-stimulatory acts, is described. The parents' role in educating and sensitizing the public, school personnel, and physi-cians about the needs of children with disabilities is also discussed. (JDD)

ED 359 675 EC 301 346

[Respite Care for Children.]

ARCH National Resource Center for Crisis Nurseries and Respite Care Services, Chapel Hill, NC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retarda-tion and Substance Abuse Services.

Spons Agency—Administration for Children, Youth and Families, Washington, DC. Children's Bureau.

Pub Date—92

Contract—90-CN-0121

Note—14p.

RIE DEC 1993

Journal Cit—ARCH Factsheet; n3-5, 9, 11  
Mar-May 1992

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Acquired Immune Deficiency Syn-drome, Autism, Children, Crisis Intervention, De-velopmental Disabilities, \*Disabilities, Infants, Physical Disabilities, \*Respite Care, \*Special Health Problems

Identifiers—\*Medically Fragile

This collection of five factsheets provides basic information about the need for and provision of re-spite care services for particular populations. Each factsheet is presented in a format which provides some background information on the population, a brief discussion of the purpose of respite care pro-grams for this group, a discussion of the characteris-tics of the population and/or program con-siderations, and a conclusion. A list of several suggested references and organizational resources completes each factsheet. Factsheets are titled: "Re-spite Care for Children Who Are Medically Fragile"; "Crisis Nursery Care for Infants and Children Who Are Medically Fragile"; "Respite Care for Children with Developmental and/or Physical Dis-abilities: A Parent's Perspective"; "Respite Care for Children with Autism"; and "Respite Care for Chil-dren with HIV-Related Conditions." (DB)

ED 359 676 EC 302 022

Crosby, Judith C.

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.

Pub Date—1 Dec 92

Note—81p.; M.S. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Pa-pers (043)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Attendance, Attitude Change, Be-havior Change, \*Behavior Disorders, Critical Thinking, Elementary School Students, \*Emo-tional Disturbances, Hospitalized Children, Hos-pital Schools, Intermediate Grades, \*Intervention, \*Positive Reinforcement, \*Pro-gram Effectiveness, Reading Achievement, Re-wards, Secondary Education, Secondary School Students, Student Attitudes, Student Educational Objectives, Token Economy, Truancy

This practicum report describes a 12-week project to decrease truancy and improve motivation and academic performance of three students (ages 12 to 18) hospitalized with severe emotional distur-bances. A visible and powerful reward system using a menu strategy was developed and implemented in which students participated daily in establishing goals and reinforcers while moving toward increas-ingly intrinsic motivation. The project also involved a whole language approach to reading, a critical thinking instructional program, and development of a therapeutic bond with at least one teacher. Mea-surement of reading skills, attendance records, and students' verbal reports were used to evaluate ac-ademic achievement, improved attendance, and changed attitudes and behavioral patterns. The con-stantly visible menu showed goals and rewards on a daily, weekly, and monthly basis. Additionally, each week focused on a different area, including assess-ment and orientation, goal setting, self motivation, frustration management, oral language, written ex-pression, reading comprehension, reading for plea-sure, self-expression, daily living skills, self-discovery, and evaluation/closure. All students increased attendance notably, improved their read-ing skills substantially, and appeared to improve their critical thinking skills and attitudes. (Contains 29 references.) (DB)

ED 359 677 EC 302 237

Pearpoint, Jack And Others

The Inclusion Papers: Strategies To Make Inclu-sion Work. A Collection of Articles.

Centre for Integrated Education and Community, Toronto, (Ontario).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Direc-torate.; Imperial Oil Co. Ltd., Toronto (Ontario).

Report No.—ISBN-1-895418-08-9

Pub Date—92

Note—160p.

Available from—Inclusion Press, 24 Thome Cres-cent, Toronto, Ontario, Canada M6H 2S5 (\$12, plus \$3 shipping; quantity: \$10, plus \$3 shipping).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—\*Advocacy, Attitude Change, Com-

munity Programs, \*Disabilities, Elementary Sec-ondary Education, Equal Education, Foreign Countries, Handicap Discrimination, Humanism, \*Mainstreaming, \*Social Action, \*Social Integra-tion

Identifiers—Canada, \*Full Inclusion

This collection of over 30 papers presents the view that all persons should be equally valued, provided equal opportunities, viewed as unique individuals, and be exposed to and learn from and about people with diverse characteristics. The papers offer insight into the process of moving forward to achieve both equity and excellence for all Canadian people, la-beled "disabled" or not, in educational and other community settings. The articles call for advocacy, attitude change, and expanded availability of ap-propriate supports and services within schools and communities to allow everyone to participate and contribute in a meaningful way. Titles of sample papers include: "Two Roads: Inclusion or Exclu-sion"; "The 'Butwhatabout' Kids"; "Annie's Gift"; "Common Sense Tools: MAPS and CIRCLES"; "MAPS: Action Planning"; "Dreaming, Speaking and Creating"; "Kick 'em Out or Keep 'em In"; "Vive la Difference"; and "Natural Support Sys-tems." (JDD)

ED 359 678 EC 302 238

Cook, Paddy Shannon And Others

Alcohol, Tobacco, and Other Drugs May Harm the Unborn.

Alcohol, Drug Abuse, and Mental Health Adminis-tration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.

Report No.—DHHS(ADM)92-1711

Pub Date—90

Note—88p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Alcohol Abuse, At Risk Persons, Breastfeeding, Cocaine, Counseling Techniques, Drinking, \*Drug Abuse, Drug Use, Heroin, In-fants, Influences, Marijuana, Mothers, Narcotics, \*Perinatal Influences, \*Pregnancy, \*Prenatal In-fluences, Smoking, \*Substance Abuse, Tobacco

Identifiers—\*Fetal Drug Exposure, Phencyclidine  
This book combines in a single volume the find-ings of basic research and clinical studies conducted on the effects of alcohol, tobacco, and other drugs on the fetus, the mother, and the baby after birth and through lactation. It first outlines changing per-spectives on teratology (the study of causes for birth defects), as knowledge about the dangers of mater-nal alcohol and other drug use has increased, and notes limitations of teratogenic research. It reviews maternal factors that influence pregnancy out-comes. Characteristics of drugs and their risk to the fetus are discussed, focusing on genetic vulnerabil-ity of the fetus, timing of drug exposure, dosage and patterns of consumption, and chemical properties of drugs. Hazards of prenatal exposure to specific drugs are then examined, including alcohol, to-bacco, marijuana, cocaine, heroin and other opioids or synthetic narcotics, phencyclidine, and prescrip-tion medications. For each drug, information is provided on suspected mechanisms for drug damage to the fetus, effects on fertility, effects during preg-nancy and delivery, effects on the newborn, effects on breastfeeding, and effects on the growing child. Suggestions are then offered for counseling women about childbearing and childrearing risks of drug use. A section titled "For More Information" lists health information clearinghouses, compendiums of resources, publications and pamphlets, sources for treatment referrals, and additional readings. (Con-tains approximately 150 references.) (JDD)

ED 359 679 EC 302 239

Special Rights for Special Children: A Manual for

Parents of Handicapped Children in New Jersey.

Education Law Center, Inc., Newark, N.J.

Pub Date—Dec 91

Note—67p.; For the 1985 edition, see ED 268 749.

Available from—Education Law Center, Inc., 155

Washington St., Newark, NJ 07102 (\$4.50).

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Avail-able from EDRS.

Descriptors—\*Disabilities, Due Process, Elemen-tary School Students, Elementary Secondary Edu-cation, \*Equal Education, Handicap Identification, \*Parent Rights, Preschool Chil-dren, Preschool Education, Referral, Secondary School Students, Special Education, \*Special Needs Students, Student Evaluation, Student Placement, \*Student Rights



## Identifiers—New Jersey

This booklet on the rights of New Jersey's special needs students and their parents begins with general suggestions on learning about the child's condition and working with school personnel. The booklet outlines conditions that are defined as handicapping and then discusses such rights as the right to a free and appropriate public education, evaluation, classification, Individualized Education Program, placement in an appropriate environment, and re-evaluation. The booklet goes on to describe parents' rights to be informed and to have a mediation conference, a due process hearing, or other appeal. Special situations are considered, such as early intervention, preschool children with disabilities, children with mild speech problems or with temporary illness or injury, eligibility for day training, children in private schools, moving to a new school district, discipline of children with disabilities, and children whose parents cannot be located. An appendix discusses the legal background for these rights, further defines disabling conditions, lists important deadlines, offers sample letters, and provides addresses of relevant New Jersey state agencies. (JDD)

ED 359 680 EC 302 240

**Understanding Learning Disabilities: A Parent Guide and Workbook, Second Edition.**

Learning Disabilities Council, Richmond, VA.; National Center for Learning Disabilities, Inc., New York, NY.

Pub Date—91

Note—181p.

Available from—Learning Disabilities Council, P.O. Box 8451, Richmond, VA 23226 (\$21.70 includes shipping and handling).

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Child Advocacy, Coping, Discipline,

\*Due Process, Educational Diagnosis, Educational Objectives, Education Work Relationship, Elementary Secondary Education, Handicap Identification, Higher Education, Individualized Education Programs, \*Learning Disabilities, \*Parent Child Relationship, \*Parenting Skills, \*Parent Participation, Self Concept, \*Special Education, Student Placement

Practical information for parents of children with learning disabilities (LD) is presented in a workbook format. Guidelines for effective parenting of LD children are interspersed between checklists and other forms for record keeping, observations, and planning. After a chapter outlining the basic facts about learning disabilities, a chapter is devoted to coping techniques for parents, including discussion of support groups and advocacy. The next chapter is titled "Helping Your Child at Home" and covers self-esteem, extracurricular activities, family involvement, discipline, and interpersonal relationships. A chapter on the LD student at school discusses educational diagnosis, placement, special education and the parents' role. The last section focuses on long-term planning, including vocational guidance, higher education options, and social lives of young LD adults. Appendices list support groups, agencies and other resources, while also providing forms for use in Individualized Education Program and due process planning. Several glossaries are included; contains 53 selected references. (PB)

ED 359 681 EC 302 241

Ellis, William, Ed.

**Their World.**

National Center for Learning Disabilities, Inc., New York, NY.

Pub Date—93

Note—117p.

Available from—National Center for Learning Disabilities, Inc., 99 Park Ave., New York, NY 10016.

Journal Cit—Their World; 1993

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Child Rearing, College Bound Students, College Preparation, \*Creative Development, Educational Practices, Elementary Secondary Education, Emotional Development, Higher Education, \*Interpersonal Competence, \*Learning Disabilities, Personal Narratives, \*Social Development, \*Student Development

This 1993 edition offers 23 papers on various aspects of learning disabilities, presented in four sections on: (1) social and emotional dimensions of learning disabilities, (2) creative environments for students with learning disabilities, (3) thoughts for

parents, and (4) thinking about college. Articles include, among others: "Building Strength through Diversity: Success through Adversity" (Kristen Lidke Finn); "Living with a Learning Disability—Stress and the Learning Disabled" (Helen Ginnandes Weiss and Martin S. Weiss); "Improving the Social Competence of Students with Learning Disabilities" (Pam Campbell and Gary N. Siperstein); "Learning Disabled Adolescents and Motivation" (Anthony K. Van Reusen); "School Lives—Social Lives: A School Counselor Speaks" (Mark Rapaport); "Project Apple: A Unique Collaboration Results in Teacher Training That Makes a Difference" (Lenox Reed); "The Inclusive Classroom: Making a Difference" (Michele C. Tamaren); "The Community Service Program at Windward School" (Joan Metsch); "The Dyslexic Learner" (Caroline Janover); "It Is Not a Miracle" (Miriam L. Gerstenblith); "My Brother, My Friend" (Anonymous); "The LD (Learning Disabled) Student Searches for the Right College Match" (Marybeth Kravets); and "Learning Disabilities in the College Setting: A Different Ball Game Than High School" (Stephen S. Strichart). The collection concludes with priority statements of the National Center for Learning Disabilities; suggested computer hardware and software; and a list of resources for parents such as fiction and nonfiction books, videotapes and audiotapes, organizations, and relevant legislation. (JDD)

ED 359 682 EC 302 242

Jackson, Shirley A.

**Educating Young Children Prenatally Exposed to Drugs and At Risk. Report and Resource Compendium.**

Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.

Report No.—FIRST-93-7000; ISBN-0-16-041868-2

Pub Date—Jul 93

Note—89p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—At Risk Persons, Behavior Problems, \*Congenital Impairments, Disadvantaged Youth, \*Drug Abuse, Early Childhood Education, \*Early Intervention, Educational Needs, Incidence, Learning Problems, \*Prenatal Influences, Profiles, Program Effectiveness, Trend Analysis

Identifiers—\*Fetal Drug Exposure

This report presents findings of an inquiry into the educational needs of children prenatally exposed to drugs and covers: (1) the extent of the problem, (2) negative effects of prenatal drug exposure on a child's educational potential, (3) typical behaviors and learning deficits of such children, and (4) characteristics of successful early childhood programs for this population. The report also contains profiles of eight programs specifically designed to educate children prenatally exposed to drugs or experiencing psychosocial traumas. Programs are located in the District of Columbia, Los Angeles (California), St. Petersburg (Florida), Tampa (Florida), New York City, Chicago (Illinois) and Palo Alto (California). Highlights of the review of the four study questions include: the number of children prenatally exposed to illicit drugs is increasing; the prevalent use of alcohol and cigarettes poses a greater prenatal threat to a larger number of babies than does any illicit drug; 30-40 percent of prenatally drug exposed children display developmental delays in the absence of effective early intervention; there is no profile of behavior and learning typical of drug-exposed children; educators should focus on identifying and addressing the problem behaviors, not on the causes; and successful programs use developmentally appropriate practice standards and not new instructional methodology especially for drug-exposed children. Recommendations, a list of 32 programmatic or organizational resources, and a glossary complete the report. (Contains approximately 132 references.) (DB)

ED 359 683 EC 302 243

Lesser, Donna L., Ed.

**National Symposium on Information Technology:**

Proceedings (7th, Myrtle Beach, South Carolina, May 3-6, 1992), Volume 6.

South Carolina Univ., Columbia. Center for Developmental Disabilities.

Pub Date—May 92

Note—292p.

Available from—University of South Carolina, Benson Building, First Floor, Columbia, SC 29208 (\$20).

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Accessibility (for Disabled), Access to Information, \*Assistive Devices (for Disabled), Delivery Systems, \*Disabilities, Federal Legislation, \*Information Services, Information Systems, \*Information Technology, Publicity, \*Referral, State Programs, \*Technological Advancement, Telecommunications

Twenty-three papers address issues of access, case management, innovative computer applications, and information and referral in the use of information technology by individuals with disabilities and their families. The papers are: "Improving the Use of Information Technology by Individuals with Disabilities and Their Families" (William H. Graves); "The Struggle Toward a Comprehensive State-Wide Information System" (Robert W. Bass et al.); "Telecommunications Equipment and Services for People with Disabilities" (David Baquia); "AIRS & NSIT - Will the Tail Wag the Dog?" (Charles Juhn); "Organizing Assistive Technology Information Centers" (Marian Hall); "Implementing PL 99-457's Childfind Component With the Help of Electronic Data Manipulation" (Coleman Poses); "Assistive Technology Terms and Concepts" (Janie B. Scott); "Automation of Targeted Case Management" (Deborah H. Coble, Steven Massey); "Development of an Agency-Wide Plan to Establish an Electronic Communication System and Better Integrate Information Technology" (Isaac Joyner, Darcid Klauk); "Computer Training for the Health Care Professional" (Alan M. Kaplan et al.); "The South Carolina Commission on Aging: An Automated Statewide System of Case Management for the Elderly of South Carolina" (Matthew Lynch et al.); "An Innovative Approach for the Selection of Children with Severe Emotional Disturbances" (Wendell Price et al.); "Are Applications for a Computer-Based System Designed to Provide Linkages Between the Health Science Center and Remote or Rural Health Care Providers and Health Care Recipients?" (Sherald A. Ramirez, Judith Flagle); "Integrating Information and Referral With Client Tracking Systems" (Jacquelyn Vincson U'Deen, Edward Hamlin); "Tracking System for At-Risk & Disabled Infants: A Model for Service Coordination" (Duvon Winborne); "Computer Technology and Leisure Skills" (Gordon St. Michel, Robert Cunningham); "Using Laser Videodiscs and DVI (Digital Video Interactive) to Develop Visual Databases" (Ronald Thorkildsen); "Systematic Approaches to Data Acquisition and in Information and Referral, or 'What Do You Mean, Expect a 10% Return Rate?'" (Robert W. Bass); "Publicizing Your Information and Referral Program" (Clarice Eichelberger); "Getting the Word Out: Publicizing Your Information and Referral Service" (Duane Gimbel); "Developing Information and Retrieval Software: It's a People Process" (George Jones); "Achieving Consent: Delaware's Integrated Service Information System" (Roseanne Griff-Cabelli); and "Beyond Information and Referral: Are There Other Benefits to Having a Statewide Information and Referral System?" (Melinda Grubbs). A list of exhibitors is provided. (DB)

ED 359 684 EC 302 244

Burns, Edward

**A Manual for Single Switch and Adaptive Software Programming, Computer Applications for Students with Physical, Sensory, Developmental, and Learning Disabilities.**

Pub Date—[90]

Note—218p.

Available from—Edward Burns, School of Education and Human Development, State University of New York at Binghamton, Binghamton, NY 13902-6000 (Apple program disk only, \$5).

Pub Type—Guides - Non-Classroom (055) — Computer Programs (101)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Assistive Devices (for Disabled), \*Computer Software, \*Disabilities, \*Electronic Equipment, \*Input Output Devices, \*Programming

Identifiers—Apple Microcomputers, \*Switches

This manual is intended as a guide and source of ideas for using single switches in adaptive software programming for people with disabilities who cannot use a traditional keyboard. The manual and associated program disk are comprised of over 100 programs, routines and files illustrating various uses

of single switch and adaptive input devices. Programs were developed for use on the Apple family of computers and written in Applesoft BASIC. Complete program listings of programs on the disk are included in the manual. After an introduction, individual chapters address the following topics: (1) single switch fundamentals; (2) single switch input; (3) low-resolution graphics; (4) sound and speech; (5) single switch scan techniques; (6) high-resolution graphics; (7) single switch math; and (8) single switch reading. (Contains 17 references.) (DB)

**ED 359 685** EC 302 245

East, Joanne

**Yes You Can! A Booklet To Help Young People with Learning Disabilities Understand and Help Themselves. Revised Edition.**

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Pub Date—93

Note—38p. For the 1987 edition, see ED 284 377. Available from—National Easter Seal Society, 70 E. Lake St., Chicago, IL 60601-5907 (\$3.50 includes shipping and handling).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adjustment (to Environment), Adolescents, Children, Elementary Secondary Education, Emotional Adjustment, \*Learning Disabilities, Self Concept, Self Control, \*Self Esteem, \*Self Evaluation (Individuals), \*Self Management, Study Skills, Young Adults

Intended for children, adolescents, or young adults with learning disabilities, this booklet stresses understanding the disability and building self-esteem. The booklet begins with brief vignettes of famous people who had trouble learning then goes on to specify what a learning disability is and is not with emphasis on learning to understand one's feelings and controlling feelings by changing thoughts. The third section focuses on individual differences while the fourth section looks at possible causes of learning problems. The fifth section lists 10 specific suggestions including using several senses together, reading aloud, using a computer, working behind a screen, and studying spelling in a different way. The following two sections look at how parents and siblings feel about a family member with a learning disability and views of young adults with learning disabilities. The final section provides a summary and reemphasizes the importance of thinking positively. A list of 17 recommended resources completes the booklet. (DB)

**ED 359 686** EC 302 246

Nathanson, Jeanne H., Ed.

**Partnerships for Learning.**

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—93

Note—45p.

Available from—OSERS News in Print, Room 3129, Switzer Building, 330 C St., S.W., Washington, DC 20202-2524 (free).

Journal Cit—OSERS News in Print; v5 n4 Spr 1993

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Agency Cooperation, Ancillary School Services, \*Cooperative Programs, \*Disabilities, Early Childhood Education, Educational Change, Grading, Homework, Inservice Education, Mothers, National Surveys, Parent Child Relationship, Parent Education, Parent Participation, School Business Relationship, State Programs, Therapists, Vocational Rehabilitation

Identifiers—Medically Fragile

This journal issue focuses on cooperative partnership programs for the improvement of educational services to students with disabilities. The eight articles are: (1) "Partner-Based Prelinguistic Intervention: A Preliminary Report" by M. Jeanne Wilcox (which found the intervention procedures had a strong effect on mother-child dyads); (2) "Helping Parents to Help Their Children" by Beth Dohm, James Bryan and Tanis Bryan (which describes two pilot studies to increase the effectiveness of parent involvement stressing attribution training); (3) "Homework, Grading, and Testing: National Surveys of School District Policies" (Michael H. Epstein et al.); (4) "A Green Mountain Challenge: Assessing the Impact of School Reform on Children with Disabilities" by Pam Kay et al. (a Vermont effort at systematic educational reform); (5) "Partnerships Between Therapists, Parents, and Children" by Mary C. Lawlor and Elizabeth A. Cada

(describing a University of Illinois project); (6) "In-service Programs for Related Services Teams Serving Medically Fragile Children" by Forrest C. Bennett et al. (describing a demonstration project in Oregon and Washington); (7) "From Vision to Reality: The Opened Door" by Ruby Frazier (describing "Projects with Industry" in Lansing, Michigan) and (8) "Effective Consumer-Service Provider Interactions in Vocational Rehabilitation" (Thomas Czerlinsky and Shirley K. Chandler). All articles include references. (DB)

**ED 359 687** EC 302 247

Carter, Susanne

**Traumatic Brain Injury: The Role of Schools in Assessment.**

Western Regional Resource Center, Eugene, OR. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—May 93

Contract—HO28-A10013

Note—45p.

Pub Type—Information Analyses (070) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Age Differences, Definitions, Early Intervention, Educational Legislation, Elementary Secondary Education, \*Evaluation Methods, Federal Legislation, \*Head Injuries, Informal Assessment, Measures (Individuals), \*Neurological Impairments, \*Neuropsychology, School Role, Student Characteristics, \*Student Evaluation, Tests

Identifiers—Individuals with Disabilities Education Act

This monograph attempts to provide an overview of current educational issues that affect brain-injured students with special emphasis on the assessment process. An introduction notes recognition of traumatic brain injury (TBI) and its definition under the Individuals with Disabilities Education Act of 1990 as well as the increasing numbers of such students in the schools (as their survival rate increases). Typical causes and consequences of TBI at different age levels as well as categories of severity are considered in the next section. A typical recovery sequence following TBI is then discussed as are differences between TBI students and other students with disabilities. The following section stresses the importance of the school's role and educational interventions in helping such children gain reassurance that achievement is again possible. The major section on assessment addresses the following aspects: early intervention/coordination, nature of the assessment, the neuropsychological evaluation, neuropsychological assessment instruments, test observations, informal assessments/observations, assessment timing, other factors relating to assessment, and financial responsibilities. The final two sections look at implications for the recovering student and implications for school responses to recovering students. (Contains 23 references.) (DB)

**ED 359 688** EC 302 248

Barringer, Donald Johnson, Dorothy

**Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Programs for Families of Infants, Toddlers, and Preschool-Aged Children with Hearing Impairments. Project SKI\*HI Outreach. Final Report.**

Utah State Univ., Logan. Dept. of Communicative Disorders.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—30 Mar 93

Contract—HO24D90004

Note—136p. For a related document, see EC 302 249.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Delivery Systems, \*Early Intervention, Hearing Aids, \*Hearing Impairments, \*Home Programs, Infants, Language Acquisition, \*Parent Education, Preschool Children, Preschool Education, Program Effectiveness, Toddlers

Identifiers—\*SKI HI Program

This monograph reports achievements of the SKI\*HI project, a 3-year outreach project to improve access and development of services to presently unserved or underserved infants and young children with hearing impairments as well as to provide leadership and technical assistance to agencies

implementing the SKI\*HI model. The project provided direct training in 15 locations to 297 new parent advisors (resulting in services to approximately 717 families) as well as training of 24 SKI\*HI trainers and dissemination activities with 13 states. Key tenets of the SKI\*HI model include: (1) early identification and intervention; (2) the home as an early intervention setting; (3) assistance to family members who are facilitators of language development; (4) early fitting of amplification; and (5) psycho-emotional support for families. The model consists of three major components: administrative, supportive services, and direct services to families. The key professional, the parent advisor, makes weekly home visits. Results of two studies on program effectiveness demonstrated that SKI\*HI children made significant gains in language and auditory development. The project is continuing in several states and new training and parent materials are being developed. Extensive appendices include a sample newsletter, title pages of products developed, adoption process materials, data collection material, conference programs, and a brochure. (Contains 39 references.) (DB)

**ED 359 689** EC 302 249

**Outreach Services To Stimulate Home-Based Services for Infants, Toddlers, and Preschool-Aged Children with Deaf-Blindness and Multihandicap Sensory Impairments. Project INSITE Outreach. Final Report.**

Utah State Univ., Logan. Dept. of Communicative Disorders.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—30 Mar 93

Contract—HO24D90002

Note—112p. For a related document, see EC 302 248.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Deaf Blind, \*Delivery Systems, \*Early Intervention, Hearing Aids, \*Hearing Impairments, \*Home Programs, Infants, Language Acquisition, \*Parent Education, Preschool Children, Preschool Education, Program Effectiveness, Toddlers

Identifiers—Project INSITE (Deaf Blind)

This final report describes activities of Project INSITE, a 3-year home intervention program delivering services to infants, toddlers, and preschoolers with deaf blindness or other multidisability sensory impairments. The family centered model features the use of early intervention professionals known as parent advisors who visit homes weekly to work with families and function as team members in preparing for transition to school programs and the development of Individualized Family Service Plans and Individualized Education Programs. Additional program features include material development, provision of follow-up and technical assistance, training of trainers, and systematic evaluation. The Project has adapted to changing trends by providing statewide coordinators of implementation plans for low incidence handicapping conditions with capacity building technical assistance. Project INSITE has provided direct services to 880 families, training to 440 professionals in 12 states, and technical assistance to more than 180 agencies. The Project has also developed several resource manuals for families as well as training materials and videotapes. Appendices include evaluation summaries, INSITE national data report for 1991-92, title pages of products, the training format, and a list of 19 references. (DB)

**ED 359 690** EC 302 250

**A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State. Non-English Language Editions.**

New York State Education Dept., Albany. Office for Special Education Services.

Pub Date—Jul 92

Note—941p. This document consists of nine different separately published translations of an English language document. For the English edition on which these translations are based, see ED 349 755.

Available from—New York State Education Department, Office for Special Education Services, Division of Program Development and Support Services, Education Building Annex, Room 1074, Albany, NY 12234.

Language—Italian; Vietnamese; Korean; Cambodian; Spanish

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF06/PC38 Plus Postage.

Descriptors—\*Disabilities, \*Due Process, Educational Legislation, Educational Practices, Elementary Secondary Education, Eligibility, Federal Legislation, \*Handicap Identification, Individualized Education Programs, Parent Participation, Parent Rights, \*Parent School Relationship, Parent Teacher Cooperation, Record Keeping, Referral, School Responsibility, \*Special Education, Student Evaluation, \*Student Rights

Identifiers—Individuals with Disabilities Education Act, \*New York

These nine guides (in Italian, Vietnamese, Japanese, Korean, Greek, Khmer, Arabic, Haitian-Creole, and Spanish, respectively) are designed to provide parents with the knowledge they need to ensure appropriate educational programs for students (ages 5-21) with disabilities. It describes the special education process, programs, services, and the rights of children with disabilities in New York to a free appropriate public education in accordance with the Individuals with Disabilities Education Act of 1990. The guide has been revised to reflect changes in Education Law and Regulations of the Commissioner of Education made through March 1, 1992. Part I provides information related to the special education process, including an historical view of student rights, regular and special educational services, steps in the process from referral to triennial evaluation, due process procedures, and preparation for future education and employment opportunities. Part II is a practical handbook which includes suggestions for record keeping, participation in a parent/school partnership, and resource materials. At the end of each section, a summary of due process procedures relevant to that section is provided. A list of frequently used acronyms is provided, and lists of other resources are also presented, including New York State Early Childhood Direction Centers, special education training and resource centers, Office for Special Education Services (OSES) Regional Offices, and a checklist of publications available from the OSES. (JDD)

ED 359 691 EC 302 251

Yaseldyke, James E. And Others

**Educational Outcomes and Indicators for Individuals at the Post-School Level.**

Minnesota Univ., Minneapolis. Coll. of Education; National Center on Educational Outcomes, Minneapolis, MN.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—May 93

Contract—H159C00004

Note—26p.; For educational outcomes and indicators for students completing school, see ED 354 861.

Available from—University of Minnesota, National Center on Educational Outcomes, 350 Elliott Hall, 75 East River Rd., Minneapolis, MN 55455 (88)

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Skills, Citizen Participation, Communication Skills, \*Disabilities, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, Graduate Surveys, Interpersonal Competence, Literacy, Models, \*Outcomes of Education, Personal Autonomy, Physical Health, Program Evaluation, Quality of Life, Self Evaluation (Individuals), Social Adjustment, \*Student Educational Objectives, \*Student Evaluation

This guide presents a model for evaluation of educational outcomes appropriate for use with all students (with and without disabilities). It addresses specific post-school outcomes, associated indicators, and possible sources of data for the indicators. The model identifies seven measurable outcome domains and three to five outcomes per domain. The seven domains are as follows, with sample outcomes in parentheses: (1) presence and participation (individual is employed); (2) physical health (individual makes healthy lifestyle choices); (3) responsibility and independence (individual functions independently); (4) contribution and citizenship (individual votes and pays taxes); (5) academic and functional literacy (individual demonstrates competence in communication); (6) personal and social adjustment (individual gets along with other people); and (7) satisfaction (individual reports satisfaction with current status).

For each of the outcomes, one to seven possible indicators are then identified (for example, percent of individuals in the workforce). Finally, steps toward identifying sources of data for indicators are suggested, with such examples as informed respondent interviews, individual surveys, observation records, parent reports, and supervisor ratings. (DB)

ED 359 692 EC 302 252

Kupper, Lisa, Ed.

**National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape.**

Interstate Research Associates, McLean, VA. Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—May 93

Contract—HO86B10002

Note—342p.; Videotape not available from ERIC. For selected papers, see EC 302 253-264.

Available from—National Archives Fulfillment Center, 8700 Edgeworth Drive, Capital Heights, MD 20743 (videotape only, \$75).

Pub Type—Collected Works—Proceedings (021)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Behavior Change, Behavior Problems, \*Communication Skills, Curriculum Development, \*Educational Practices, Elementary School Students, Elementary Secondary Education, Evaluation Methods, \*Interpersonal Communication, Intervention, Mental Retardation, \*Multiple Disabilities, Parent Participation, Secondary School Students, \*Severe Disabilities, Social Integration, Student Educational Objectives, Teamwork

This combined audio/visual and textual package presents results of a symposium which attempted to identify critical issues and best practices in developing communication skills of children and youth with severe disabilities and to recommend future directions. The package is intended for group use and includes a guide, a videotape, and texts of the two keynote speeches and 10 topic papers. Papers have the following titles and authors: "Assuring Best Practices in Communication for Children and Youth with Severe Disabilities" (James McLean); "Maximizing Family Participation in the Team Process" (Cory Moore); "Facilitating and Measuring the Team Process within More Inclusive Educational Settings" (Bonnie L. Utley); "Maximizing Consumer Participation in the Team Process" (Kim Powers); "Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities" (V. Mark Durand); "Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments" (June E. Downing); "Effective Communication Programming for Language Minority Students with Severe Disabilities" (Elva Duran); "Communication Intervention for Persons with Severe and Profound Disabilities: An Overview" (Joe Reichle et al.); "Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration" (James W. Halle); "Enhancing Curricular Designs" (Pat Miranda and Stephen Calculator); "Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go" (Dianne L. Ferguson); and "Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities" (David E. Yoder). References accompany most papers. The videotape contains interviews with authors and focus group representatives. Appendices include guidelines for meeting the communication needs of persons with severe disabilities, a list of publishers, and a table of contents of the videotape. (DB)

ED 359 693 EC 302 253

McLean, James

**Assuring Best Practices in Communication for Children and Youth with Severe Disabilities.**

Pub Date—May 93

Note—9p.; In: Kupper, Lisa, Ed. National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p35-42. See EC 302 252.

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Communication Skills, Educational Needs, \*Educational Practices, Elementary Sec-

ondary Education, Interpersonal Communication, \*Intervention, Knowledge Level, \*Severe Disabilities, Social Integration, Teacher Education, \*Theory Practice Relationship

This keynote address begins with a discussion of the difference between words and action, directed specifically to the practitioner's task of meeting the communication needs of children and youth with severe disabilities. Brief overviews of current perspectives and practices are provided, considering such areas as how communicative acts are defined and understood and the need for inclusionary environments that are rich in communication opportunities for individuals with severe disabilities. Specific problem areas are identified, including: the need for disseminating and implementing the extensive knowledge base on communication practices, the need for improved preservice and inservice training, and the need to match words with action. (Author)

ED 359 694 EC 302 254

Moore, Cory

**Maximizing Family Participation in the Team Process.**

Pub Date—May 93

Note—13p.; In: Kupper, Lisa, Ed. National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p43-53. See EC 302 252.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Meetings, Parent Attitudes, \*Parent Participation, Parent School Relationship, \*Parent Teacher Cooperation, Participative Decision Making, \*Severe Disabilities, Student Educational Objectives, \*Teamwork

This paper, by a parent of a child with severe mental and physical disabilities, discusses why parent/professional teaming is important to maximize benefits for children and youth with severe disabilities. It recounts the family's experience with the impact of disability. Strategies for effective parent/professional teaming are outlined, stressing the importance of professionals understanding parents as individuals, and the value of empathy, respect, and efforts toward true collaboration. Specific suggestions cover inclusion of parents in team meetings, joint development of Individualized Education Programs, personal communication with parents, avoidance of jargon, use of round (rather than rectangular) tables in meetings, careful planning for meetings, inclusion of the student (and sometimes siblings) in meetings, encouraging parents to bring a relative or friend, use of a comfortable communication style, follow up of meetings with a thank you note, and involvement of parents at all levels of the education system. (Contains 17 references or additional resources.) (DB)

ED 359 695 EC 302 255

Utley, Bonnie L.

**Facilitating and Measuring the Team Process within More Inclusive Educational Settings.**

Pub Date—May 93

Note—26p.; In: Kupper, Lisa, Ed. National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p55-77. See EC 302 252.

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Communication Skills, Elementary Secondary Education, Family Role, \*Interdisciplinary Approach, Intervention, Mainstreaming, Parent Participation, \*Severe Disabilities, \*Social Integration, Student Educational Objectives, \*Teamwork

This paper describes how the movement of students with severe disabilities to more inclusive settings impacts on the team process, particularly with regard to the development, implementation, and evaluation of communication intervention. First, the characteristics of transdisciplinary teams as they operate in more inclusive settings are described, followed by a categorization of team processes as either team "functions" or team "structures." Team functions include assessment, goal-setting, and service provision. Team structures refer to how teams are organized (e.g., who should be part of the team) and roles within teams (e.g., facilitator, observer, recorder) as well as the mechanisms team members use to arrive at a consensus in decision-making. The



importance of the team in identifying both the vision that its members hope to realize and the goals of inclusion for each student is stressed. The paper concludes with recommendations for future efforts to enhance collaboration among team members working with this population. (Contains 41 references.) (DB)

**ED 359 696** EC 302 256  
Powers, Kim

**Maximizing Consumer Participation in the Team Process.**

Pub Date—May 93

Note—10p; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p79-87. See EC 302 252.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accessibility (for Disabled), Agency Role, Elementary Secondary Education, Family Role, Interpersonal Relationship, Medical Services, Personal Autonomy, \*Problem Solving, Public Education, Rehabilitation, \*Severe Disabilities, Social Life, \*Teamwork  
Identifiers—Self Advocacy

This paper examines the problems and barriers that individuals with severe disabilities often encounter in four areas of their lives: (1) dealing with medical professionals, (2) working with the public education system, (3) receiving rehabilitation services, and (4) socializing with others. The roles of the family, the individual with the disability, and the institutions, professionals, and agencies in the lives of individuals with severe disabilities are examined in terms of possible resolutions to these problems. Ways in which each party could work to maximize the participation of individuals with disabilities in the team process are suggested. (DB)

**ED 359 697** EC 302 257  
Durand, V. Mark

**Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.**

Pub Date—May 93

Note—21p; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p89-108. See EC 302 252.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Aggression, Behavioral Science Research, \*Behavior Change, \*Behavior Modification, Behavior Patterns, \*Behavior Problems, \*Communication Skills, Elementary Secondary Education, Generalization, \*Intervention, Maintenance, Outcomes of Treatment, Self Destructive Behavior, Self Injurious Behavior, \*Severe Disabilities

This paper reviews evidence of the success of behavior intervention approaches which teach students with challenging behaviors alternative functional communication behaviors. Research supporting the view that challenging behavior is a form of nonverbal communication is reviewed, noting the importance of identifying what such individuals are "saying" with their behavior problems. Functional communication training is described as providing the consequences originally maintaining the target behavior with a new more appropriate behavior. Specific interventions which used functional communication to reduce such behavior problems as aggression, self-injurious behavior, and stereotyped or self-stimulatory behaviors are reviewed. Factors affecting the initial effectiveness of functional communication training include matching responses to functions of the challenging behavior and ensuring that the appropriate behavior is more response efficient than the inappropriate behavior. Factors affecting generalizability and maintenance include response acceptability, recognizability of the communicative response, and communicative context. Recommendations for implementation stress home-school collaboration, teamwork, and development of secondary prevention strategies. Other recommendations address development of a comprehensive model of behavior, development of assessment procedures, improved use of augmentative communication strategies, and primary prevention

of serious behavior problems. (Contains 73 references or suggested resources.) (DB)

**ED 359 698** EC 302 258  
Downing, June E.

**Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments.**

Pub Date—May 93

Note—29p; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p109-134. See EC 302 252.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Agency Cooperation, \*Communication Skills, \*Deaf Blind, Early Intervention, \*Educational Practices, Elementary Secondary Education, Evaluation Methods, Higher Education, Interdisciplinary Approach, \*Intervention, \*Multiple Disabilities, Professional Education, \*Severe Mental Retardation, Teacher Education, Teamwork, Technology

This paper presents a summary of best practices for communication assessment and intervention with individuals who are deaf/blind and have a severe intellectual impairment. Focus is on individuals who have difficulty both receiving and understanding auditory, visual, and tactual information. The impact of sensory losses on communicative development is considered, followed by a discussion of general practices for communication intervention which stress a functional approach linking assessment and intervention and a multimodal delivery form. Means of facilitating communicative development include creating an optimal communication environment, using the team approach effectively, developing augmentative communication modes, and using compensatory teaching approaches and prompting techniques that bypass the sensory impairment. Recommendations address collaboration between organizations, increasing the number of potential communicative partners, early intervention, utilization of technological advances, and personnel preparation and inservice training. The paper concludes with a list of 52 references and related resources including 20 related articles, 5 assessment tools, 15 monographs and books, 9 video training tapes, 6 organizations, and 8 technological aids. (DB)

**ED 359 699** EC 302 259  
Duran, Elva

**Effective Communication Programming for Language Minority Students with Severe Disabilities.**

Pub Date—May 93

Note—12p; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p135-145. See EC 302 252.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Skills, Elementary School Students, Elementary Secondary Education, \*English (Second Language), \*Language Handicaps, \*Limited English Speaking, Minority Groups, Secondary School Students, Second Language Instruction, \*Severe Disabilities, \*Teaching Methods

Identifiers—\*Language Minorities

This paper discusses how the classroom participation and communication of language minority students with severe disabilities can be facilitated through the use of many methods based on principles of English-as-a-Second-Language (ESL) instruction. The specific method described include: (1) total physical response, (2) the natural approach, (3) cooperative learning, (4) preview/review method, (4) and making use of cultural information. Suggestions for applying each of the methods to students with severe disabilities are offered and examples are given. (Contains 25 references or suggested resources.) (DB)

**ED 359 700** EC 302 260  
Reichle, Joe And Others

**Communication Intervention for Persons with Severe and Profound Disabilities: An Overview.**

Pub Date—May 93

Note—57p; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p147-200. See EC 302 252.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Agency Cooperation, Communication Aids (for Disabled), \*Communication Skills, Delivery Systems, Early Intervention, Interaction Process Analysis, Interpersonal Communication, Intervention, \*Language Acquisition, Pragmatics, \*Severe Disabilities, \*Severe Mental Retardation  
Identifiers—\*Augmentative Alternative Communication

This paper examines issues in establishing an initial social/communicative repertoire with individuals who have severe to profound disabilities, with emphasis on intervention involving the most severely affected. The paper stresses the importance of beginning intervention efforts even before learners show intentional behavior and discrimination of environmental stimuli, and examines the importance of focusing on pragmatics and the interaction process. Increased availability of augmentative and alternative communicative options is seen as increasing the potential for full inclusion of people with severe disabilities in the mainstream. The paper also discusses: communication as social behavior, intentional communicative behavior, evaluating the efficiency of various communicative forms, full utilization of naturally occurring interactive contexts, teaching communicative forms and functions, modification of elements of environments to ensure communicative attempts, collaborative service delivery, and addressing the differences and similarities between home and school. An appendix compares taxonomies describing instrumental communicative intents. Attached are lists of 72 references, 13 books and monographs, 6 products, 8 journals/newsletters, 6 organizations, and 47 federally funded projects. (DB)

**ED 359 701** EC 302 261  
Halle, James W.

**Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration.**

Pub Date—May 93

Note—47p; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p201-251. See EC 302 252.

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Observation Techniques, \*Communication Skills, Curriculum Development, Decision Making, Educational Practices, Elementary Secondary Education, \*Evaluation Methods, Information Dissemination, Interviews, Research and Development, \*Severe Disabilities, \*Social Integration, \*Student Educational Objectives, \*Student Evaluation, Theory Practice Relationship

This paper presents a functional approach to assessment and associated program development for individuals with severe disabilities, with emphasis on informal strategies that target beginning communicative levels. In the first section, form, function, and context (three components of any communicative act) are defined and described. Three assessment strategies which scrutinize each of these components are then surveyed—these include interviews, observations, and analogues (in which a variety of variables are systematically manipulated to observe effects on communicative performance). The third section delineates the goals associated with form, function, and context which facilitate decision making. Concerns about utilization and dissemination of innovative assessment practices are addressed in the fourth section, including: (1) what is known about communication assessment practices for this population; (2) methods of disseminating the knowledge base to practitioners; (3) the role of "best practices" in dissemination and utilization; and (4) prioritization of assessment practices. Attachments include examples of communication interviews, an observational recording protocol, structured protocols for evoking specific communicative functions, and an intuitive analysis of variables relevant to teaching social greetings. (Lists 52

references and 13 additional resources.) (Author/DB)

ED 359 702 EC 302 262

*Miranda, Pat. Calculator, Stephen*  
**Enhancing Curricular Designs.**

Pub Date—May 93

Note—29p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p253-280. See EC 302 252.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Aids (for Disabled), \*Communication Disorders, Communication Skills, \*Curriculum, \*Delivery Systems, Educational Needs, Elementary Secondary Education, Eligibility, Mainstreaming, \*Severe Disabilities, Social Integration, Student Development, \*Student Educational Objectives

Identifiers—\*Augmentative Alternative Communication

This paper addresses the involvement of students with severe communication disorders in school curricula. First, current best practices regarding eligibility for augmentative and alternative communication (AAC) services are addressed. This is followed by a discussion of whether students who use AAC systems should be educated in regular or special classrooms and the types of curricula that should be used with them. Finally, delivery issues and strategies for enhancing student involvement in regular curricula are detailed. Eight major recommendations are made which address the following areas: (1) eligibility of all students with severe communication disorders for AAC intervention; (2) full integration in the regular classroom as a constant goal; (3) use of the regular education curriculum for goal setting and longitudinal planning; (4) individualization of communication goals based on functional assessment; (5) systematic efforts to increase opportunities for the child to interact with nondisabled people; (6) provision of communication instruction by a variety of personnel in classroom and community settings; (7) determination of communication goals by consensus of parents, student, and professionals; and (8) development of innovative and individualized interventions when students fail to participate in and benefit from the regular curriculum. (Includes lists of 36 references and 56 additional resources.) (Author/DB)

ED 359 703 EC 302 263

*Ferguson, Dianne L.*  
**Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want to Go.**

Pub Date—May 93

Note—20p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p281-299. See EC 302 252.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communication Disorders, Communication Skills, Educational History, Educational Objectives, \*Interpersonal Communication, Intervention, Normalization (Handicapped), \*Quality of Life, \*Severe Disabilities, Social Influences, \*Social Integration, Trend Analysis

This paper presents a brief history of communication intervention and describes recent developments which have brought about shifts in intervention focus, perspectives, and strategies, especially with people having severe disabilities. In examining how communication is important to a good quality of life, the paper points out that the real point of communication is membership in society. The concept of membership is explored, including the ways in which individuals construct stories that make the communication acts of individuals with severe disabilities commonplace and socially valuable. The paper concludes that efforts to foster communication should shift to making sure that these efforts actually result in individuals achieving social membership. (Contains 20 references or suggested resources.) (Author/DB)

ED 359 704 EC 302 264

*Yoder, David E.*

**Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities.**

Pub Date—May 93

Note—7p.; In: Kupper, Lisa, Ed. The National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. p301-306. See EC 302 252.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Skills, Educational History, Futures (of Society), \*Goal Orientation, \*Interpersonal Communication, Intervention, \*Severe Disabilities, \*Social Integration, \*Teamwork

This keynote address discusses the importance of having a dream, or shared vision, of the future of individuals with severe disabilities within society. A dream of a social environment that encourages and enables communication with individuals with severe disabilities is proposed. A plan for turning that dream into reality focuses on effective communication partnering, where all members of society have the desire and skills needed to communicate effectively with individuals with severe disabilities. The presentation concludes with a journey on a flying machine, which provides an overview perspective of how the field has evolved through various emphases, including communication units (pre-1957 period), rules (1960s), communicative intent (early 1970s), communicative function (mid 1970s), dyadic interaction (late 1970s), and the ecological interrelationship of individual and environmental variables (1980s). The speech then urges the melding or merging of all previous phases if the dream of full inclusion and the scheme of effective partnering are to be attained. (DB)

ED 359 705 EC 302 266

*Jenison, Mary Ellen*

**Project ABLE: Academic Bridges to Learning Effectiveness.**

Longview Community Coll., Lee's Summit, Mo.

Pub Date—[93]

Note—11p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basic Skills, College Programs, College Students, Community Colleges, \*Developmental Studies Programs, \*Head Injuries, \*Learning Disabilities, Neurological Impairments, Program Effectiveness, Remedial Instruction, Social Support Groups, \*Student Development, Student Educational Objectives, \*Student Personnel Services, Two Year Colleges

Identifiers—\*Longview Community College MO  
This paper describes Project ABLE (Academic Bridges to Learning Effectiveness), a program of the Longview Community College in Kansas City, Missouri, to provide college students with learning disabilities or brain injuries with the skills needed to succeed in college and the workplace. Each student in the program takes a basic core of classes covering personal awareness, assertiveness skills, college survival skills, study skills, and career education. Additional specially designed courses are available for help in basic reading, writing, mathematics, and keyboarding. Students may also be provided with special support services while attending general education classes. Project ABLE students also meet weekly with a support group (different groups for students with head injuries and learning disabilities) facilitated by a psychologist. A monthly support group is provided for family members. Program students pay a differential tuition fee to offset extra costs. Students remain in Project ABLE for an average of three semesters. Evaluation indicates that 71 percent of ABLE students continued to be enrolled in some educational or training program, with 31 percent in regular programs, and that program students develop in the direction of an internal locus of control, higher self esteem, and better critical thinking skills. Community support for the program has been demonstrated. (DB)

ED 359 706 EC 302 268

*Wang, Margaret C. And Others*

**Integrating Second-System Children: Alternatives to Segregation and Classification of Handicapped Children.**

Temple Univ., Philadelphia. Center for Research in Human Development and Education; Temple

Univ., Philadelphia, PA. National Education Center on Education in the Inner Cities.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CRHDE-92-8

Pub Date—91

Note—16p.; In: Constable, R., Ed.; And Others. School Social Work: Practice and Research Perspectives. Chicago, Lyceum Books, 1991. p156-166.

Pub Type—Opinion Papers (120) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accountability, \*Delivery Systems, \*Disabilities, \*Educational Change, Elementary School Students, Elementary Secondary Education, Eligibility, Government Role, \*Mainstreaming, \*Regular and Special Education Relationship, Secondary School Students, \*Special Needs Students, Student Evaluation

This chapter considers the situation of special needs children who are seen as wrongly segregated due to federal, state, and local regulations, and identifies needed reforms and changes to remedy the problem. Presented from a social work perspective, the paper notes the trend toward mainstreaming of children with disabilities, children in Chapter I programs (low-achieving children in poor areas), and children performing at a marginal level. School social workers are urged to help parents and educators coordinate their efforts. Especially criticized are "disjointed incrementalism" (when a series of narrowly framed programs is independently developed and implemented) and "proceduralism" (when excessive resources go into determination of eligibility). Other problems documented include the lack of consistency in defining categories of children and special services needed for students with learning disabilities or emotional disturbances. Integration of this "second system" into regular education is urged, with four steps: (1) summarization of the available literature to create a standard of accountability; (2) leadership by federal and state authorities in encouraging coordinated programs at all levels; (3) revisions in policies, legislation, and funding based on data from experimental programs; and (4) linking of second system programs to school reform and local school control. (Contains 22 references.) (DB)

ED 359 707 EC 302 269

*Moeller, Babette And Others*

**Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes.**

Pub Date—Mar 93

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communication Skills, Computer Uses in Education, \*Deafness, \*Electronic Mail, Instructional Effectiveness, Interpersonal Communication, Journal Writing, Junior High Schools, Junior High School Students, \*Local Area Networks, \*Science Instruction, Special Schools, Writing (Composition), Writing Improvement, \*Writing Instruction

This paper describes the application of local area network (LAN) technology, especially electronic mail (E-mail), to develop the written communication skills of 10 deaf students in two pre-high school science classes at a school for the deaf. Students used E-mail for such activities as answering questions, keeping a log, communicating with an adult via a dialogue journal, and writing reports. Writing samples were collected at the beginning and end of the school year. In one classroom the network was used consistently throughout the school year in all areas of the curriculum, and students produced a great deal of writing on the network. In the second classroom, network activities remained separate from the curriculum and were only used during two intervals, one in the fall and one in the spring. Students in the high-use classroom demonstrated significant improvements in both the communicative effectiveness and connectedness of their writing. No improvement in writing performance was discerned for students in the second classroom. (DB)

ED 359 708 EC 302 270

*Reiss, Patricia L. Follo, Eric J.*

**Accelerated Education Methods for Intellectually**

**Gifted Secondary Students.**

Pub Date—Mar 93

Note—67p; Paper presented at the Annual Midwest Educational Research Association Conference (11th, Kansas City, MO, March 4-6, 1993).

Pub Type—Information Analyses (070)—Guides—Non-Classroom (055)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academically Gifted, \*Acceleration (Education), College Admission, College School Cooperation, Curriculum Development, \*Early Admission, \*Educational Methods, Higher Education, High Schools, High School Students, Individualized Programs, \*Mentors, Student Needs Identifiers—\*Curriculum Compacting

This literature review describes and evaluates five accelerative methods for teaching intellectually gifted students at the secondary level. The review stresses the importance of matching student characteristics and instructional type, citing research demonstrating that intellectually gifted students achieve at higher levels when their educational needs are assessed on an individual basis. The five programming options include: (1) curriculum compacting, (2) subject acceleration, (3) mentorships, (4) dual enrollment (in both high school and college), and (5) early admission to college. Discussion of each option contains a description, lists of advantages and disadvantages, and conclusions. A final discussion offers guidelines for matching student characteristics with each of the programming options. Appendices provide materials from the mentoring program of one school district. (Contains 40 references.) (DB)

ED 359 709

EC 302 271

Kay, Sandra

**On the Nature of Expertise.**

Pub Date—28 Feb 92

Note—23p; Paper presented at the Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (2nd, February 28, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, \*Aesthetic Values, Artists, \*Cognitive Processes, \*Creative Development, \*Creative Thinking, Problem Solving, \*Talent, Visual Arts

Identifiers—Aesthetics, \*Expertise, \*Problem Finding

This paper on the nature of expertise discusses implications of findings of an earlier study into the problem-solving, problem-finding and thought processes of 3 groups: 20 professional artists (experts), 20 semiprofessional artists (non-experts), and 20 non-artists (novices), each group consisting of 10 male and 10 female adults. Subjects were all given a "game" and instructed to "do whatever you like with it" and then asked later to verbally recount their mental processes as they observed a videotape of themselves. Results are discussed in terms of differing attitudes of experts versus non-experts and novices toward play, creative thought, personal aesthetic biases, and selected perception. Examples from the study are used in a discussion of the role of aesthetics in creative thought and sense of responsibility to the solution; i.e., knowing when a solution is "good," or "right," not simply when the task is "done." Implications considered include the possibility that aesthetic development may be critical to the development of creative thought and the need to reconsider the pedagogy involved in developmental approaches to defining or identifying exceptional ability in the visual arts. (Contains 38 references.) (DB)

ED 359 710

EC 302 272

**Colorado Special Education Administrative Decisions, 1993.**

Colorado State Dept. of Education, Denver. Div. of Special Education Services.

Pub Date—27 Apr 93

Note—132p; Personal names have been "blackened out" throughout the document.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Acquired Immune Deficiency Syndrome, Case Studies, Confidentiality, Costs, Decision Making, \*Disabilities, Discipline Policy, \*Due Process, Elementary Secondary Education, Extended School Year, Graduation, \*Grievance Procedures, \*Hearings, Individualized Education

Programs, Lawyers, Mainstreaming, Opinions, Preschool Education, Private Schools, Public Education, Pupil Personnel Services, Residential Programs, \*Special Education, Student Evaluation, Student Placement, Teacher Qualifications, Transitional Programs

Identifiers—\*Colorado, Program Exit, Surrogate Parents

This document contains six inserts for the Colorado Administrative Decisions Notebooks, a compilation of all Colorado Special Education Administrative Decisions issued in 1992, including all Impartial Hearing Officer Decisions, State Level Review Decisions, and Federal Complaint Findings. The full text of each decision is preceded by a case summary which includes a listing of key topics, a statement of the issues, the decision and highlights of the decision, and highlights of the discussion. Topics covered in the compilation as a whole include: procedural safeguards, due process hearings, extended school year, discipline (suspension and expulsion), free appropriate public education, residential placement, private schools, least restrictive environment, student evaluation, confidentiality of information, related services, individual education plans, attorney fees, surrogate parents-guardian ad litem program, HIV (human immunodeficiency virus) and other health-related issues, qualified instructional personnel, infants and toddlers and other preschool handicapped concerns, graduation and exit, and transitional programming. An index listing the decisions and findings by key topics is provided. The six cases contained in this volume are evenly divided between Impartial Hearing Officer Decisions and Federal Complaint Findings. Cases concern many, but not all, of the issues cited in the index. (DB)

ED 359 711

EC 302 273

Akridge, Robert L., Ed. And Others

**Peer Support Programs To Promote Independent Living and Career Development of People with Disabilities. Proceedings of the National Forum (1st, Louisville, Kentucky, November 14, 1991).**

Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation; Research and Training Center on Public Policy in Independent Living, Oakland, CA; Texas Inst. on Rehabilitation Research, Houston. Research and Training Center in Independent Living.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—14 Nov 91

Contract—H133B80065

Note—105p.

Available from—Materials Development and Dissemination Center, Arkansas Research & Training Center in Vocational Rehabilitation, P.O. Box 1358, Hot Springs, AR 71902 (\$10).

Pub Type—Collected Works—Proceedings (021)—Reports—Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Career Development, Civil Liberties, Community Programs, \*Counseling Services, Deinstitutionalization (of Disabled), Delivery Systems, \*Disabilities, Employment Programs, Higher Education, \*Independent Living, Medical Services, \*Peer Counseling, Peer Influence, Secondary Education, \*Social Support Groups, Vocational Rehabilitation

This document contains 18 papers presented at a conference designed to increase practitioners' understanding of disability issues and peer support strategies, with emphasis on peer support in such practice settings as independent living centers, community-based employment programs, medical programs, and secondary and higher education. The papers are: "Research on Peer Support" (Robert L. Akridge); "The Scientist and the Frog: A Tale of Two Creatures in the Form of an Experimental Fable" (Steven E. Brown); "Self-Help: Key to Empowerment" (Dale S. Brown); "A Case History of a Peer Counseling Program" (Jan Lilly); "A Movement towards Independence: One Perspective on the Disability Rights Movement" (John Chappell); "Peer Services and the VR System: A Parable of Peers" (Theodore W. Haworth); "Peer Support Counseling" (David G. Kay); "Minilab on Peer Counseling Skills" (Dale S. Brown); "Peer Support Services" (Kathleen M. Anderson); "The Kentucky Peer Support Program for Persons with Disabilities" (Dolores E. Reddinger); "Peer Counseling as It Relates to Persons Who Make a Transition from a Long-Term Care Facility into the Community" (Rick McWilliams); "A Personal Journey to Freedom" (Patricia

Cudahy); "The Peer Mentoring Aspect of Enclaves in Supported Employment" (Debra A. Harley); "Return to Productivity: Innovative Vocational Programming for Persons with Spinal Cord Injury" (Ann Temkin); "ICAN, Increasing Capabilities Access Network Friends of Technology Network (A Peer Support Network)" (Karen Bays); "Jobs Rally: Community Development Rehabilitation Using Peer Support Strategies" (Robert L. Akridge); "Using the Jobs Rally Approach to Community Development" (Dan Kessler and Marsha Mitchell); and "From Information Overload to Effective Access Skills: Equipping Consumer and Providers for the Information Age" (R. Brantley Cagle, Jr.). Ten general recommendations conclude the document. (Most papers include references.) (DB)

ED 359 712

EC 302 274

Kasen, Carole M., Ed. Milne, Bruce G., Ed.

**A Guide for Parents of the Gifted Child.**

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Pub Date—[92]

Note—23p; For related documents, see EC 302 275-277.

Pub Type—Guides—Non-Classroom (055)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Ability Identification, Child Advocacy, \*Child Rearing, Definitions, Elementary School Students, Elementary Secondary Education, \*Gifted, Interpersonal Competence, \*Parent Child Relationship, \*Parent Role, \*Parent School Relationship, \*Parent Student Relationship, School Role, Secondary School Students, Self Evaluation (Individuals), Student Characteristics, Student Placement

Identifiers—South Dakota

This guide for parents of gifted children in South Dakota provides information and help in the following areas: (1) identifying personal feelings about giftedness (a self-assessment instrument); (2) deciding who is gifted (including federal and South Dakota definitions); (3) characteristics of giftedness (myths versus facts); (4) the school's role (in nomination, screening, identification, and placement); (5) the parent's role in working with the school (common concerns of parents and students and possible pitfalls in advocacy efforts); and (6) the parent's role in helping the gifted child (emphasis on social development and "Ten Commandments for Rearing Gifted Children"). Nine additional sources of information are recommended. (DB)

ED 359 713

EC 302 275

**Administrative Guidelines: Education of Gifted Students [and] Plan for Education of the Gifted in South Dakota.**

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Pub Date—Aug 92

Note—46p; For related documents, see EC 302 274-277.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Guides—Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Ability Identification, Accountability, Check Lists, Compliance (Legal), Data Collection, Definitions, \*Educational Planning, Elementary School Students, Elementary Secondary Education, Federal Legislation, \*Gifted, Program Administration, Program Costs, \*Program Implementation, School Districts, Secondary School Students, State Legislation, \*State Standards, \*Talent

Identifiers—South Dakota

This document is intended to assist South Dakota schools in the development and implementation of Gifted Education Plans, and includes state laws and rules pertaining to gifted education, guidelines for reporting, and explanations of the necessary components of a district's written plan. A brief statement of philosophy addresses characteristics of gifted students and their need for appropriate educational programming. The relevant sections of South Dakota codified laws which address gifted education are briefly summarized. Administrative rules concerning gifted education are outlined, including definition, the written plan for the education of gifted students, program standards, identification of gifted students, the gifted review team, allowable costs, and appeal procedures. A checklist is presented for developing the written plan and documenting data collection and financial reporting. This is followed by the written plan, which provides greater detail. The plan addresses: philosophy of programming.



statement of goals and objectives, program procedures, program services, general program management, the appeal process, and statements of compliance with relevant federal laws. An outline of data collection requirements is also provided. An appendix summarizes legal aspects and describes intra-classroom, extra-classroom, and acceleration options in types of educational services suitable for gifted students. Sample forms complete the document. The separately printed South Dakota Plan for Education of the Gifted, edited by Gail Widman and Doug Lampson provides a brief mission statement and an outline of goals and objectives presented in tabular form. (DB)

ED 359 714

EC 302 276

Klawiter, Arlene, Ed. And Others

### Handbook for Implementing a District Gifted Education Plan.

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Pub Date—[93]

Note—13p; For related documents, see EC 302 274-277.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, \*Compliance (Legal), Curriculum Development, Delivery Systems, Elementary School Students, Elementary Secondary Education, \*Gifted, Parent School Relationship, Program Administration, \*Program Development, Program Evaluation, \*Program Implementation, School Community Relationship, Secondary School Students, Staff Development, State Legislation, \*State Standards, Student Characteristics, Student Evaluation, Teacher Certification

Identifiers—\*South Dakota

This handbook is intended to assist South Dakota school districts in developing and implementing educational programs for gifted students. It is noted that state regulations provide a minimum standard for gifted programs, but do not limit services and leave room for flexibility in planning according to each district's needs. The first section briefly lists characteristics of gifted students and notes the state mandate to provide programming for these students. Requirements in program management are summarized, including responsibilities for program implementation, documentation, funding, staff development, and teacher certification. Guidelines for screening and identification are given next. Curriculum options are briefly addressed, including responsibility for curriculum determination by school districts and delivery models and strategies. Program and student evaluation and parent and community involvement are also briefly considered. A glossary defines 33 terms in gifted education. Twenty-two additional resources are recommended. (DB)

ED 359 715

EC 302 277

Moore, Rick, Ed. And Others

### Gifted Education Resource Directory.

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Pub Date—[93]

Note—30p; For related documents, see EC 302 274-276.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competition, Elementary Secondary Education, \*Gifted, \*Instructional Materials, Organizations (Groups), Publications, \*Resources

This directory of domestic nationwide resources for gifted education lists names, addresses, and telephone numbers for: 42 companies providing catalogs of materials, 84 competitions and organized activities, 12 relevant organizations, and 16 publications. (DB)

ED 359 716

EC 302 278

Mintz, Mindy S. Cuffie, Kevin L.

### When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First.

Advocates for Children and Youth, Baltimore, MD.

Pub Date—May 93

Note—103p; Photographs will not reproduce clearly.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Change, \*Strategies, \*Disabilities, Early Intervention, \*Educational Change, Elementary Secondary Education, Parent Participa-

tion, Public Schools, \*Regular and Special Education Relationship, School Administration, School Districts, School Role, \*Special Education, Staff Development

Identifiers—\*Baltimore City Public Schools MD

This report critically examines special education in Baltimore (Maryland) public schools and proposes major reform of Baltimore's special education system. Criticisms focus on: poor instructional quality (there is little "special" about special education); segregation of special education students from regular education; special education used as a dumping ground for slow learners and trouble makers; little attempt at early intervention; poor outcomes despite expensive programs; and an inefficient and ineffective bureaucratic system. A series of recommendations is preceded by a list of desired outcomes. These include higher self-esteem for special education students, early intervention to prevent unnecessary placement in special education, ending excessive bureaucracy and red tape, and raising graduation and attendance rates. Six initiatives are proposed: (1) creation of a mission statement; (2) taking responsibility to the schools; (3) creation of one system for all students; (4) staff development and support; (5) encouragement of family participation; and (6) improved management. A previous court-commissioned plan for reform is outlined and endorsed. Requirements of federal and state law as well as a 1984 consent decree are summarized. The report also offers recommendations to implement the six proposed initiatives. (Contains 35 references.) (DB)

ED 359 717

EC 302 279

Coleman, Mary Ruth And Others

### Cooperative Learning and Gifted Students: A National Survey. Short Report.

North Carolina Univ., Chapel Hill. Gifted Education Policy Studies Program.

Spans Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 93

Contract—R206A00596

Note—6p; For the full report, see ED 355 675.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Grouping, \*Cooperative Learning, Curriculum, Elementary School Students, Elementary Secondary Education, \*Gifted, Instructional Effectiveness, Leadership, National Surveys, Secondary School Students, Self Esteem, Surveys, \*Teacher Attitudes, Teacher Education

The study summarized in this report was designed to explore some questions concerning the application of cooperative learning for gifted students. A survey of 301 educators belonging to either gifted education or cooperative learning associations found that the two groups held strongly differing views. Members of the gifted education group were more likely to feel that the curriculum used in cooperative learning is often not challenging enough for gifted students, that little evaluation of cooperative learning involving gifted students has been done, and that gifted students resent being placed in the role of "junior teacher." Members of the cooperative learning group were more likely to feel that gifted students develop critical social and leadership skills in cooperative learning environments, that gifted students develop higher self-esteem by being team leaders in cooperative learning groups, and that cooperative learning is a strategy which enables teachers to educate all students. Both groups agreed that teachers need more preparation in appropriate uses of cooperative learning with gifted students and that cooperative learning strategies might be used to eliminate ability grouping. (JDD)

ED 359 718

EC 302 280

Siegel, Janna

### Teachers' Attitudes toward Their Integrated Learning Handicapped Students: Relationship to Teacher Perceptions of Students' Behavior.

Pub Date—[92]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Teachers, Intermediate Grades, Labeling (of Persons), \*Learning Disabilities, Mainstreaming, \*Mild Mental Retardation, Perception, \*Student Behavior, \*Teacher Attitudes, Teacher Behavior

Teachers' perceptions of student behaviors were examined to explain teachers' attitudes toward their students with and without learning handicaps. The study involved 44 intermediate-grade teachers who

had students with learning handicaps and nonhandicapped students in their classrooms. Teachers' attitudes were measured with a four-question survey, and their perceptions of students' behavior, achievement, and personality were obtained through use of the Teachable Pupil Survey. Results indicated that students whom teachers perceived as exhibiting less ideal student behaviors were more likely to be rejected by teachers, without regard to disabilities. Findings imply that the handicapped label does not influence teachers' attitudes as much as the teachers' perceptions of the students' behaviors do. (Contains 28 references.) (JDD)

ED 359 719

EC 302 281

Butterworth, John And Others

### A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation. Final Report.

Children's Hospital, Boston, MA.

Spans Agency—Office of Special Education and

Rehabilitative Services (ED), Washington, DC.

Pub Date—Dec 92

Note—70p; A product of the Training and Research Institute for People with Disabilities.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Programs, Employment Programs, Human Services, \*Job Development, \*Job Placement, \*Mental Retardation, Multiple Disabilities, \*Physical Disabilities, Program Costs, Program Development, Program Implementation, Severe Disabilities, \*Supported Employment

Identifiers—Massachusetts (Boston)

This report summarizes the results of a 3-year project in the metropolitan Boston (Massachusetts) area designed to demonstrate job placement and support for individuals with multiple disabilities that include severe physical disabilities and mental retardation. The report summarizes project outcomes, the cost and range of supports that participants received, and issues in the design and implementation of supports for individuals with multiple disabilities. The project placed 11 individuals in 14 jobs, based on a model that emphasizes career planning, job creation, and a broad approach to job site training and support that includes job accommodation and flexible use of a variety of sources of support. The greatest limitation in project implementation was the ability to identify a sufficient number of jobs in a timely way. Appendices comprise the bulk of the report and contain participant demographic and employment data, a 10-page vocational profile form, a procedure manual for job creation and job restructuring, and a procedure manual for placement planning. (Contains 11 references.) (JDD)

ED 359 720

EC 302 283

McElhaney, Sandra J. And Others

### Children's Mental Health and Their Ability To Learn. Occasional Paper #8.

National Health/Education Consortium.

Spans Agency—National Mental Health Association, Alexandria, VA; Prudential Foundation, Newark, N.J.

Pub Date—May 93

Note—38p.

Available from—National Health/Education Consortium, c/o National Commission to Prevent Infant Mortality, 1330 C St., S.W., Suite 2014, Washington, DC 20201 (\$5, quantity price available).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, \*Child Health, Community Programs, Cooperative Programs, Elementary School Students, Elementary Secondary Education, \*Emotional Disturbances, Human Services, \*Intervention, \*Mental Disorders, \*Mental Health, Models, \*Prevention, Program Development, Public Policy, Pupil Personnel Services, Secondary School Students

This paper examines the current status of U.S. children's mental health and its impact on children's ability to learn. It notes the incidence of mental disorders in children, risk factors predisposing children to mental disorders, and symptoms of children with serious emotional disturbances. It explores the school-based and community-based services available to address children's mental health needs and suggests policy and action steps to improve the provision, availability, and accessibility of these services. The paper describes several models of collaboration among schools, community agencies, professionals, and parents. These models work to

both treat and prevent mental health problems. Recommendations are offered in the areas of training, staffing, legislation, advocacy, and coalitions. The paper concludes with an annotated list of four organizational resources. (Contains 12 references.) (JDD)

**ED 359 721** **EC 302 284**

**General Information about Crisis Nursery Care, ARCH Factsheet Number 1 [and] General Information about Respite Care, ARCH Factsheet Number 2.**

ARCH National Resource Center for Crisis Nurseries and Respite Care Services, Chapel Hill, NC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—Jan 92

Contract—90-CN-0121

Note—5p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—At Risk Persons, \*Child Abuse, Child Neglect, Children, \*Child Welfare, Chronic Illness, Community Programs, Crisis Intervention, Day Care, Demonstration Programs, \*Disabilities, Federal Programs, Government Role, Intervention, Models, \*Respite Care, Young Children

Identifiers—\*Crisis Child Care

This document consists of a combination of two separately published fact sheets, one on crisis nursery care for children at risk of abuse or neglect and one on respite care for families of children with disabilities or chronic illness. The fact sheet on crisis nursery care presents background information on the federal role in developing crisis nursery programs; a definition of crisis nursery care; and descriptions of a crisis nursery facility, a day care facility, a crisis shelter, multiple community sites, and in-home programs. Three references and names and addresses of two resource organizations are provided. The fact sheet on respite care begins with an outline of federal funding for respite care demonstration projects, and then offers a definition of respite care and descriptions of seven program models: in-home respite model, host family model, facility-based model, residential respite model, respite house model, parent cooperative model, and "respiteability" model. The fact sheet concludes with three references and names of two resource centers. (JDD)

**ED 359 722** **EC 302 285**

*Healy, Kerry K. Broughton, Belinda*

**The Child Care and Development Block Grant Program. ARCH Factsheet Number 19.**

ARCH National Resource Center for Crisis Nurseries and Respite Care Services, Chapel Hill, NC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—Feb 93

Contract—90-CN-0121

Note—5p.

Pub Type—Reports - Descriptive (141) — Guides - General (050)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Agency Cooperation, \*Block Grants, Child Development, Child Welfare, \*Day Care, Eligibility, Family Programs, Federal Aid, \*Federal Programs

Identifiers—\*Child Care and Development Block Grants

This fact sheet examines the Child Care and Development Block Grant (CCDBG) program established by the U.S. Congress in 1990 to support families by increasing the availability, affordability, and quality of child care. It outlines the program's funding level, eligible grantees of CCDBG funds, regulatory requirements, family eligibility, and payment of funds. The fact sheet emphasizes the possibility of collaboration between crisis nursery and respite care programs and CCDBG grantees, in order to ensure that families are supported as effectively as possible. It identifies eight potential areas of collaboration. Contains three references. (JDD)

**ED 359 723** **EC 302 286**

*Montgomery, Becky And Others*

**Crisis Nursery Services—Responding to Parental Concerns. ARCH Factsheet Number 20.**

ARCH National Resource Center for Crisis Nurseries

and Respite Care Services, Chapel Hill, NC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—Mar 93

Contract—90-CN-0121

Note—4p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Anxiety, \*Child Abuse, Child Welfare, \*Crisis Intervention, Day Care, Family Problems, \*Human Services, \*Parent Attitudes, Parent Counseling, Parent Responsibility, \*Parent Role, \*Prevention, Program Development

Identifiers—\*Crisis Child Care

Crisis nursery programs were developed to offer temporary relief from child care responsibilities for parents experiencing a crisis or extreme stress. While the programs focus on being helpful and supportive, they may seem threatening to some parents. Service providers need to understand parents' fears and concerns about using crisis nurseries and to offer services that are sensitive to parental needs and responsibilities. Parents' concerns include: their roles and responsibilities while using crisis nursery services; separation from their children; the child's safety; worry that the child may not want to return home; confidentiality of family information; and worry that they are giving up their rights to their child. Successful crisis nursery services are those that build trust, provide support, build communication, and are family focused. (JDD)

**ED 359 724** **EC 302 287**

*Braza, Kathleen*

**Families and the Grief Process. ARCH Factsheet Number 21.**

ARCH National Resource Center for Crisis Nurseries and Respite Care Services, Chapel Hill, NC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C. Pub Date—Mar 93

Contract—90-CN-0121

Note—3p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Coping, Counseling, \*Counseling Techniques, Crisis Intervention, Emotional Problems, \*Family Counseling, Family Programs, \*Grief, Human Services, Respite Care

This fact sheet points out that knowledge of the process of grief (defined as one's own personal experience of loss) and ways of helping individuals and families cope with their loss experiences can be an invaluable asset to crisis nurseries and respite care programs and their service providers. The fact sheet lists the emotions of grief, and stresses the need for individuals who are in pain to take good care of themselves physically and emotionally. Clues indicating that individuals and families may need more extensive counseling and support are listed. Healing strategies for helping families grieve are described, such as offering "permission to grieve," developing support groups, helping families create a memory book, and listening. Contains seven references and four resources. (JDD)

**ED 359 725** **EC 302 290**

*Johnson, David R. And Others*

**Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief.**

Minnesota Univ., Minneapolis. Research and Training Center on Residential Services and Community Living.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—May 93

Contract—07DD0282101; H133B80048

Note—14p.

Available from—Institute on Community Integration, University of Minnesota 109, Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 (\$1).

Journal Cit—Policy Research Brief; v5 n2 May 93

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, Agencies, Case Studies, \*Cost Effectiveness, \*Disabilities, Efficiency, \*Evalu-

tion Methods, Models, Policy Formation, Program Costs, Program Effectiveness, \*Program Evaluation, Public Policy, \*Supported Employment, Vocational Rehabilitation

Identifiers—\*Minnesota

This policy research summary outlines the paradigms and processes used in recent research and evaluation studies conducted on supported employment and rehabilitation programs in Minnesota. First, the paper reviews evaluation strategies and models for assessing the individual and societal efficacy of supported employment. It identifies key effectiveness evaluation activities such as identifying outcomes, developing a conceptual framework, specifying comparisons, and specifying outcomes and indicators. Principles of efficiency evaluation are also addressed. Second, the paper presents a case study and methodology for evaluating supported employment costs and benefits. The case study sample included 11 agencies at 13 sites in Minnesota, with 41 program options. Results are reported in terms of: consumer demographic characteristics and work activity, agency and program costs, and benefit-cost estimates. Third, the paper offers recommendations for strengthening current evaluation methods and practices as a means of improving the quality, effectiveness, and efficiency of supported employment programs. Recommendations focus on: the importance of reaching professional consensus on desired goals and outcomes; the need for improved conceptual frameworks; and the importance of controlling for individual characteristics. (Contains 44 references.) (DB)

**ED 359 726** **EC 302 291**

**The Findings and Activities of the Texas Commission on Braille Textbook Production. A Report from the State Board of Education, Submitted to the Governor, Lt. Governor, Speaker, and the Seventy-Third Texas Legislature. Excellence and Equity for All Students.**

Texas Education Agency, Austin.

Report No.—TEA-GE3-714-02

Pub Date—Mar 93

Note—23p.

Available from—Texas Education Agency, Publications Distribution Office, 1701 N. Congress Ave., Austin, TX 78701-1494 (\$2).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accessibility (for Disabled), \*Blindness, \*Braille, Computer Software, Elementary Secondary Education, Instructional Materials, \*Publishing Industry, State Programs, \*Textbook Publication, Textbooks, \*Visual Impairments

Identifiers—\*Texas

This report describes activities and recommendations of the Texas Commission on Braille Textbook Production, which monitors the acquisition Commission on Braille Textbook Production. The primary purpose of the commission is to monitor the expeditious acquisition of publisher computerized files in the form of textbook diskettes which are needed for more timely production of braille textbooks through the use of braille translation software. This charge has been interpreted by the commission as the responsibility for assuring the timely delivery of braille textbooks to Texas public school students who are blind or visually impaired. The Commission found that Texas has the most technologically advanced and efficient braille textbook production system in the United States. Findings and recommendations address: the definition of literary textbooks, optional computerized file formatting standards for textbooks, funding for the preparation of computerized textbook files, mandatory dates for delivery of diskettes and corrections to textbooks, promoting timely delivery of braille textbooks, transmission of computerized textbook files, cooperation with national efforts, workbooks and supplementary materials, interlending for grades 3 and below, graphics, music textbooks, typing textbooks, electronic instructional media systems, braille producer and consumer communication, braille producer and publisher communication, the Commission's resolution on braille, adoptions of state textbooks, and continuation of the Commission. Two legislative recommendations urge modifying the Texas Education Code to require publishers to provide computerized textbook files and authorizing the State Board of Education to acquire, purchase, and contract for free ancillary and supplementary instructional materials (such as workbooks) for braille-reading students when available. (DB)

ED 359 727

EC 302 292

Ensign, Arnelia, Ed.

**Universal Playground Design.**

PAM Assistance Centre, Lansing, MI.

Pub Date—May 93

Note—22p.

Journal Cit—PAM Repeater; n79 May 1993

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accessibility (for Disabled), \*Design Preferences, Design Requirements, \*Disabilities, \*Equipment, Guidelines, Park Design, \*Physical Disabilities, Physical Mobility, Planning, \*Playgrounds, Specifications, \*Structural Elements (Construction)

Identifiers—\*Universal Playgrounds

This publication presents principles of universal playgrounds, designed to maximize accessibility for all children, with and without disabilities. First, the rationale for the universal playground is given including the importance of play and the value of integration. Next current guidelines for playground design are discussed including safety, accessibility, developmental issues, social/emotional development, intellectual development, sensory development, perceptual-motor development, physical development, and age factors. Playground adaptations to improve accessibility are considered for site development, parking and curbs, walkways, and surface treatments. Playground layout is then considered in some detail including standards for equipment clearance, traffic patterns, practical aesthetics, maintenance, and possible equipment. A table lists 36 equipment items, their goals and benefits, description, and possible modifications. Source information (addresses and telephone numbers) for 56 manufacturers and distributors of playground equipment are provided, as are 16 sources of playground surface materials. Sample layouts, a planning survey form, a universal playground action plan checklist, and a list of 10 additional resources complete the publication. (DB)

ED 359 728

EC 302 295

Bostelman, Victoria L.

**Special Education Students in the Regular Education Classroom: One Rural School District's Attitudes.**

Pub Date—[93]

Note—35p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Delivery Systems, \*Disabilities, Elementary School Teachers, Elementary Secondary Education, Inservice Teacher Education, Models, Needs Assessment, Parent Attitudes, \*Regular and Special Education Relationship, Resource Room Programs, \*Rural Education, School Districts, Secondary School Teachers, Special Classes, Special Education Teachers, \*Teacher Attitudes, Tutoring

Identifiers—\*Northeastern Local School District OH

This study surveyed 7 special education teachers, 30 regular education teachers (a 46% response), and 32 parents of special education students (also a 46% response) in a rural Ohio school district about their attitudes towards experimental models for special education service delivery. The school district serves 1,232 students, with approximately 9% in special programs for students with developmental or learning disabilities. Introductory material defines the various models. Results of each of the seven survey questions are then individually analyzed for each of the three groups, with graphs supplementing the text. Two of the three groups preferred a flexible model in which special educators serve students where needed. Greatest needs were seen for service delivery through modified self-contained classrooms, resource rooms, and tutoring. Regular educators identified training needs in the areas of developing interventions, curriculum-based measurement, data collection, and collaboration. Special educators desired further training in collaboration and developing interventions. Most special educators and half the regular educators were willing to participate in an experimental model. Regular educators were most willing to collaborate with the special education teacher and utilize volunteers. They were least willing to modify course requirements, testing procedures, and daily work. Parents indicated that they desired teachers to make accommodations to meet individual needs, and 31 percent stated they were willing to volunteer. (DB)

ED 359 729

EC 302 296

Askew, Barbara L.

**Practices of Special Education Teachers for Dealing with Students with ADD/ADHD.**

Pub Date—Jan 93

Note—98p.; Master's Thesis, Saint Xavier University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Attention Deficit Disorders, Classroom Techniques, Clinical Diagnosis, \*Educational Practices, Elementary Secondary Education, Etiology, \*Instructional Effectiveness, Intervention, Mainstreaming, \*Special Education Teachers, \*Teacher Attitudes, Teaching Methods

Identifiers—Illinois

This study surveyed 300 Illinois special education teachers concerning their views on effective practices for intervention with students having attention deficit disorder (ADD) and their suggestions for regular classroom teachers with such students. Introductory material defines the problem and terminology and identifies assumptions and limitations of the study. A review of the literature examines what ADD is, the causes of ADD, diagnosis of ADD, consequences of ADD behavior, and interventions with ADD children (medication, treatment alternatives, and classroom intervention). Among study findings based on a 61% response rate (N=183) were: 68 percent favored seating the ADD student near the teacher; 66 percent favored a special education setting for ADD students; over 70 percent recommended that a student's work be divided into small pieces; 90 percent preferred to provide non-verbal feedback; and 88 percent taught their students self-monitoring techniques. Tables detail the survey findings, and 10 appendices include letters, the questionnaire, teacher comments, general suggestions for regular education teachers, and general comments regarding ADD. (Contains 54 references.) (DB)

ED 359 730

EC 302 297

**Building a System for Early Intervention for Colorado's Infants and Toddlers and Their Families.**

Colorado State Dept. of Education, Denver. Div. of Special Education Services.

Pub Date—May 91

Note—34p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—At Risk Persons, Compliance (Legal), \*Disabilities, \*Early Intervention, Educational Legislation, \*Educational Objectives, Federal Legislation, Infants, Planning, Preschool Education, Program Development, \*Public Policy, \*State Programs, Toddlers

Identifiers—\*Colorado, \*Education of the Handicapped Act 1986 (Part H)

This report on Colorado's efforts to develop early intervention services for infants and toddlers with special needs and their families begins with a planning matrix displaying the program's philosophical base, methods, and system components. The report points out that the statewide service system should be designed to ensure access for all children with special needs. Activities conducted or planned from June 1987 to June 1992 in each of the 14 systems components of Part H of Public Law 99-457 are documented. A planning strategy for 1990-92 is presented; an implementation strategy is spelled out; policies for implementing the 14 systems components are discussed; and objectives of Part H planning for 1990-91 are presented. These objectives focus on community development initiatives, a training and technical assistance network, support structures, and program administration. (JDD)

ED 359 731

EC 302 298

McNulty, Brian A. And Others

**Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year IV (1990-1992).**

Colorado State Dept. of Education, Denver. Div. of Special Education Services.

Pub Date—Jul 92

Note—46p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Compliance (Legal), \*Disabilities, \*Early Intervention, \*Educational Legislation, Federal Legislation, Handicap Identification, In-

fants, Preschool Education, Program Development, Program Implementation, Public Policy, Staff Development, \*State Programs, Student Evaluation, Toddlers

Identifiers—\*Colorado, Developmental Delays, Early Identification, Individualized Family Service Plans, \*Individuals with Disabilities Education Act Part H

This report on the fourth year of Colorado's participation in Part H of the Individuals with Disabilities Education Act describes major accomplishments in preparing for full implementation of Part H in Year 5. Accomplishments in the following areas are discussed: state definition of developmental delay, central directory, timetables for serving all eligible children, public awareness program, comprehensive child find system, evaluation and assessment, individualized family service plans, comprehensive system of personnel development, personnel standards, procedural safeguards, supervision and monitoring of programs, responsibilities of lead agency, and data collection. The report also describes sources of fiscal and other support for the early intervention system, interagency agreements, and use of Part H funds. Appendices provide charts showing allocation of resources and the text of a memorandum of understanding among the Colorado Departments of Health, Institutions, Social Services, and Education. (JDD)

ED 359 732

EC 302 299

**Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms.**

Colorado Council for Learning Disabilities; Colorado State Dept. of Education, Denver. Div. of Special Education Services.

Pub Date—Feb 93

Note—19p.; Prepared by the CCLD Research Committee.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Research, Elementary Secondary Education, \*Instructional Effectiveness, \*Instructional Improvement, Kinesthetic Methods, Language Handicaps, \*Learning Disabilities, Mainstreaming, Multisensory Learning, \*Phonics, \*Reading Instruction, Self Esteem, \*Teaching Methods, Team Teaching, Writing Instruction

Identifiers—\*Colorado

This document summarizes the final reports of five Colorado classroom projects funded to promote and evaluate effective instructional techniques for students with learning disabilities. (However, the projects also involved students who were not disabled.) The five projects dealt with: (1) effectiveness of using an edu-kinesthetic whole brain learning program with students with learning disabilities, students with speech/language delay, and regular classroom students; (2) fruits of team teaching within mainstream writing classrooms; (3) making phonics multisensory via visual phonics to enhance early reading instruction; (4) using recorded books to enhance regular and learning-disabled first graders' natural enthusiasm for reading and to maintain their self-confidence about learning; and (5) improvement of decoding skills and perceptual motor speed through use of a combination of visual, auditory, kinesthetic, and tactile approaches to learning sound/symbol relationships. (JDD)

ED 359 733

EC 302 300

Wyer, Doug Hallinan, Peter

**Special Life Skills for Community Living.**

Pub Date—92

Note—10p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, \*Daily Living Skills, Foreign Countries, Indigenous Populations, \*Instructional Effectiveness, \*Multiple Disabilities, Physical Disabilities, Program Effectiveness, Residential Programs, \*Severe Mental Retardation, Skill Development, Social Integration, Young Adults

Identifiers—\*Australia (Queensland)

This study examined the effectiveness of a 10-week life skills program in meeting the needs of its six Australian participants, who were severely intellectually and physically handicapped young adults of Aboriginal or Torres Strait Islander descent. Interviews were conducted with teaching and residential program staff at the commencement, the



midpoint, and the conclusion of the program. The program was regarded as successful, as all participants were involved in activities within the mainstream community, noticeable gains in language and vocalization by one participant were noted, and swimming and water skills for some participants improved. Other findings in the areas of course planning, human resources, program location, transport, inservice education, and networking are discussed. Notable issues to emerge concerned the lack of lead-time to develop the course, the inappropriateness of the curriculum, and communication and logistical difficulties. (JDD)

**ED 359 734** **EC 302 301**

*Budetti, Peter And Others*

**An Analysis of Resources To Aid Drug-Exposed Infants and Their Families.**

George Washington Univ., Washington, DC. Center for Health Policy Research.

Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date—Mar 93

Note—259p.

Available from—Center for Health Policy Research, George Washington University, 2021 K St., N.W., Suite 800, Washington, DC 20052 (\$15 prepaid, \$20 if billed).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—At Risk Persons, \*Congenital Impairments, \*Delivery Systems, \*Drug Abuse, Family Programs, \*Federal Aid, \*Financial Support, Infants, Models, Pregnancy, Prenatal Influences, Private Financial Support, Public Policy, Resources, Substance Abuse

Identifiers—\*Drug Exposed Children, \*Fetal Drug Exposure

This document describes a comprehensive service delivery model for drug-exposed infants and their families, provides a compendium of programs and funding sources that target the needs of these families, and delineates areas in need of financial support and further exploration. Development of the model required a literature review, interviews, and networking to: (1) create a service delivery consensus document that provides an appropriate continuum-of-care of comprehensive medical, social, and support services for at-risk or drug-exposed infants and their families; (2) develop the compendium of funding sources and programs; and (3) develop policy recommendations and options for future directions. Descriptions of several federal government agencies and programs are provided, including the Substance Abuse and Mental Health Services Administration, the National Institute on Drug Abuse, and the Administration for Children and Families. Appendixes, comprising about half the report, discuss legal aspects of maternal drug abuse, treatment criteria, core services of residential rehabilitation programs, model projects, and program evaluation. A copy of the compendium of funding sources is also provided in an appendix; it lists funding programs of the General Services Administration; U.S. Departments of Agriculture, Education, Health and Human Services, Housing and Urban Development, and Justice; and private sources. (Contains approximately 126 references.) (JDD)

**ED 359 735** **EC 302 302**

*Beales, Janet R.*

**Special Education: Expenditures and Obligations. Policy Study No. 161.**

Reason Foundation, Los Angeles, CA.

Pub Date—Jul 93

Note—38p.

Available from—Reason Foundation, 3415 S. Sepulveda Blvd., Suite 400, Los Angeles, CA 90034 (\$15).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Compliance (Legal), \*Disabilities, Educational Legislation, Elementary Secondary Education, Equal Education, Federal Aid, Federal Legislation, \*Financial Support, \*Instructional Student Costs, \*Program Costs, Public Policy, \*Special Education, State Legislation, Trend Analysis

Identifiers—California

Under federal and California law, cost alone cannot be used as a defense for modifying or denying education and support services to a student with a disability. This has contributed to growth in special education spending. However, funding has not kept up with costs, forcing school administrators to "en-

croach" upon general education revenues to pay the costs of special education. Over a quarter of special education program expenditures in California, on average, are paid from a school district's general fund. Because most students with disabilities today spend the majority of the school day in regular classrooms, the actual cost of educating a child with a disability is higher than the program costs alone would imply. There is a need to re-examine special education spending. Reductions in costs could come about by implementing a reasonableness standard to protect schools from excessive costs, neutralizing adverse financial incentives, allowing more private sector participation, funding special education on a block grant basis, and relaxing some staffing requirements. Appendixes provide detailed statistical data from the study. (Contains 35 endnotes.) (JDD)

**ED 359 736** **EC 302 303**

*Phillips, Pamela G.*

**Societal Conceptualization of Mental Retardation: A Contrived Darkness.**

Pub Date—[92]

Note—29p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Attitude Change, Decision Making, Handicap Discrimination, Human Services, Labeling (of Persons), \*Mental Retardation, \*Normalization (Handicapped), Personal Autonomy, \*Quality of Life, \*Social Attitudes, Social Bias, \*Social Change, Social Integration

This paper explores the detrimental effects that assumptions and labels have caused people with mental retardation and examines the concept of changing societal attitudes. The paper points out that: mental retardation has often been regarded not simply as one aspect of a person's life, but as engulfing the person's whole life and becoming that person's identity; normalization extends to people with disabilities the right to be involved in the same situations and circumstances as people without disabilities; people with and without mental retardation feel more satisfaction with their lives when they are able to make more of their own decisions about their lives; people with mental retardation need a system which will naturally support them in efforts to become autonomous; society often gives lip service to a new plan for change but then has trouble when the time comes for actual change to occur; it is only when society changes its thinking about mental retardation that people with mental retardation will be accepted; each person must judge others according to their actions and not their labels; and diversity instead of conformity should be emphasized. When this happens, society will have truly banished the darkness it created and replaced it with the light of acceptance and recognition. (Contains 33 references.) (JDD)

**ED 359 737** **EC 302 304**

*Gallagher, James J.*

**The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results.**

North Carolina Univ., Chapel Hill. Carolina Policy Studies Program.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—[93]

Contract—G0087C3065

Note—57p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Agency Cooperation, \*Compliance (Legal), Data Analysis, Data Collection, Delivery Systems, \*Disabilities, \*Educational Legislation, Eligibility, Family Programs, Federal Legislation, Financial Support, Health Services, Infants, Pre-school Education, Professional Education, \*Program Implementation, \*Public Policy, \*State Programs, Toddlers

Identifiers—\*Education of the Handicapped Act 1986 (Part H)

The Carolina Policy Studies Program (CPSP) was established in October 1987 to track the implementation of Public Law 99-457, Part H (the law is now known as IDEA—Individuals with Disabilities Education Act), which aids states in providing comprehensive services to infants and toddlers with disabilities and their families. Since its establishment, the CPSP has used telephone interviews, document analyses, surveys, focus groups, literature reviews, and case studies to investigate the states' responses to Part H, resulting in 85 reports, journal articles, and book chapters. This report synthesizes

CPSP findings concerning progress in implementation of Part H, in the areas of eligibility policy, family policy, personnel preparation, finance, interagency coordination, health coordination, and data systems. The report concludes that states are making impressive efforts to implement the complex law. The reform requirements of interagency coordination and parent empowerment were well accepted. Unsolved problems that remain include defining the role of the service coordinator, the limited efforts toward developing interdisciplinary training programs, and a lack of clear vision on how the program will be financed. An appendix lists publications produced by CPSP, in reverse chronological order by year of publication. (Contains over 50 references.) (JDD)

**ED 359 738** **EC 302 305**

**Cultural and Linguistic Diversity in Education.**

**Task Force Report.**

Federal Resource Center for Special Education, Lexington, KY.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—May 93

Contract—HS91004001

Note—45p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Change Strategies, \*Cultural Differences, Cultural Pluralism, \*Educational Needs, Elementary Secondary Education, Ethnic Groups, Futures (of Society), \*Language Handicaps, Limited English Speaking, Minority Groups, Poverty, \*Social Values, Special Needs Students

This document examines how to meet the educational needs of children and youth from diverse cultures. Selected data and vignettes are used to provide a context for the lives of children in America. Values that currently drive the educational enterprise are listed, accompanied by a list of reformed values that address the needs of students from diverse cultural and linguistic backgrounds. A vision of society, community, and education is then presented, calling for a society free of prejudice and bias that embraces diversity and in which each individual has intrinsic worth that is acknowledged and respected; a community that strives to achieve basic goals of equity, representation, and opportunity, where there is caring and acceptance of all individuals; and an educational system that takes a holistic approach to nurturing all students and embraces individual and cultural differences. Strategies for achieving the three visions are presented for federal, state, and local levels, in seven areas: (1) administration and policy, (2) assessment, (3) curriculum and instruction, (4) funding, (5) parents and families, (6) society and community, and (7) training and personnel. Measures of progress in each area are also identified. A bibliography lists eight references and appendixes provide a list of over 40 human resources and a list of six suggested readings. (JDD)

**ED 359 739** **EC 302 306**

*Carlson, Laurance And Others*

**Federal Resource Center for Special Education.**

**Final Report.**

Federal Resource Center for Special Education, Lexington, KY.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Pub Date—31 May 93

Contract—HS91004001

Note—42p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, Attention Deficit Disorders, \*Consultation Programs, \*Disabilities, Educational Trends, Elementary Secondary Education, \*Federal Programs, Information Networks, Mainstreaming, Program Development, Program Effectiveness, Program Evaluation, Public Policy, \*Resource Centers, \*Special Education, \*Technical Assistance, Training, Trend Analysis

Identifiers—\*Federal Resource Center for Special Education

The Federal Resource Center for Special Education (FRC) was established to provide consultation, training, and technical assistance to Regional Resource Centers (RRCs) in order to enhance the quality and consistency of technical assistance content provided to State Education Agencies. FRC efforts focused on the Office of Special Education Programs' (OSEP's) designated national priorities,

which include improving state policies that ensure access and inclusion and issues related to improving outcomes for children with disabilities. This report outlines project tasks, presents the conceptual framework for the project, describes technical assistance activities initiated, evaluates the project, and examines project impact. Specifically, the FRC identified, documented, and reported significant issues and trends in special education, including those involved with the Comprehensive System of Personnel Development and enhancing services for children from minority backgrounds; facilitated information exchange among the RRC network and other federally funded technical assistance providers; strengthened RRC services through information exchange, consultation, and training; organized, synthesized, and disseminated knowledge concerning attention deficit disorder; and facilitated the evaluation of technical assistance by RRCs and OSEP. (JDD)

ED 359 740 EC 302 307

**A Compilation of Federal Education Laws: Volume V, As Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, First Session.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—ISBN-0-16-041070-3

Pub Date—Jun 93

Note—651p; Serial No. 103-G.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (90)

**EDRS Price - MF03/PC27 Plus Postage.**

Descriptors—Adoption, Blindness, \*Child Abuse, Child Welfare, Civil Rights, Deafness, \*Disabilities, Educational Legislation, Elementary Secondary Education, Employment Opportunities, \*Federal Legislation, \*Intervention, Preschool Education, \*Prevention, \*Substance Abuse, Technology, Vocational Rehabilitation

Identifiers—Crisis Child Care, Office of Educational Research and Improvement

This compilation reprints the texts of 22 federal laws relating to child welfare, especially child abuse prevention and treatment, drug abuse prevention, and education of children with disabilities. The compilation includes: Abandoned Infants Assistance Act of 1988; Act of March 3, 1879 (American Printing House for the Blind); Act of August 12, 1968 (Architectural Barriers Act of 1968); Americans with Disabilities Act of 1990; Anti-Drug Abuse Act of 1988 (section 5051); National Commission on Drug-Free Schools; Child Abuse Prevention, Adoption, and Family Services Act of 1988; Child Abuse Prevention and Treatment Act; Child Abuse Prevention and Treatment and Adoption Reform Act of 1978; Congressional Award Act; Domestic Volunteer Service Act of 1973; Drug-Free School and Communities Act of 1986 (Title V of the Elementary and Secondary Education Act of 1965); Education of the Deaf Act of 1986; Family Violence Prevention and Services Act; Helen Keller National Center Act; Individuals with Disabilities Education Act; Joint Resolution of July 11, 1949 (President's Committee on Employment of People with Disabilities); National Commission to Prevent Infant Mortality Act of 1986; National Environmental Education Act; Rehabilitation Act of 1973 (including Title IV, the Employment Opportunities for Individuals with Handicaps Act); Social Security Act (selected provisions); Technology-Related Assistance for Individuals with Disabilities Act of 1988; and Temporary Child Care for Children with Disabilities and Crisis Nurseries Act of 1986. An appendix reprints sections of laws authorizing the establishment of the Office of Educational Research and Improvement. (JDD)

ED 359 741 EC 302 308

**Ferguson, Dianne L. And Others**

**Regular Class Participation System (RCPS). A Final Report.**

Oregon Univ., Eugene.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[92]

Contract—H086D90011

Note—106p; A product of the Specialized Training Program.

Available from—Schools Projects, Specialized Training Program, University of Oregon, Eugene, OR 97403.

Pub Type—Reports - Descriptive (141) - Reports - Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, Educational Change, Elementary Secondary Education, Interpersonal Competence, \*Mainstreaming, Program Development, \*Program Evaluation, \*Program Implementation, Program Validation, Qualitative Research, School Restructuring, School Role, \*Severe Disabilities, \*Social Integration

The Regular Class Participation System (RCPS) project attempted to develop, implement, and validate a system for placing and maintaining students with severe disabilities in general education classrooms, with a particular emphasis on achieving both social and learning outcomes for students. A teacher-based planning strategy was developed and shared with teacher participants in the project. RCPS sought to relocate preferred educational practices from self-contained to general education settings. Teachers and students from nine elementary, five middle, and three high schools participated in a quantitative study, a qualitative study, or both. Analysis of the quantitative data on both social and learning components showed no results of the intervention, but did show a strong school effect. Analysis of the qualitative data helped explain this strong school effect as themes emerged related to differences in teachers' purposes for "doing integration." The study concluded that integration doesn't work, but it can be a "step on the way" to inclusion. Inclusion does work, but only in the context of reinvented schools. Attachments to the report include observation procedures, definitions of terms, and statistical data from the study. (Contains 31 references.) (JDD)

ED 359 742 EC 302 309

**Collaborative Teaming for Inclusion-Oriented**

**Schools: A Resource Manual.**

Kansas State Board of Education, Topeka.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Dec 92

Contract—H086L90012

Note—44p; Developed through the Facilitating Least Restrictive Environment for Students with Deaf-Blindness: In School and Community Settings Project.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cooperative Planning, \*Disabilities, Educational Cooperation, Educational Planning, Elementary Secondary Education, Individualized Education Programs, Interpersonal Relationship, \*Mainstreaming, Parent School Relationship, \*Social Integration, \*Team Training, \*Teamwork

Identifiers—Teacher Collaboration

This resource manual focuses on the development and enhancement of student program planning teams in schools oriented to inclusive education of students with disabilities. First, the terms inclusion, integration, and mainstreaming are clarified. Then, the challenge of developing instructional and behavioral plans that allow students to learn together is emphasized, outlining the need for administrative support, shared ownership of all children, collaborative teams, year-round transition and program planning, access to consultation and technical support, staff development, and school and home collaboration. The manual defines a "team" as a set of interpersonal relationships structured to achieve established goals. Members of the student planning team are listed. Essential elements of effective teams are discussed, including positive interdependence, face-to-face interaction, individual accountability, development of collaborative skills, and group processing. Appendixes provide team activities, various team forms, a team member checklist, and a team self-evaluation checklist. (Contains 18 references.) (JDD)

ED 359 743 EC 302 493

**Ross, Pat O'Connell And Others**

**National Excellence: A Case for Developing America's Talent.**

Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

Report No.—ISBN-0-16-042928-5; PIP-93-1201

Pub Date—Oct 93

Note—42p; Foreword by Richard W. Riley, Secretary of Education.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Opinion Papers (120) - Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Ability Identification, Comparative Education, \*Definitions, Early Childhood Education, Educational Assessment, \*Educational Needs, \*Educational Objectives, Educational Quality, Elementary Secondary Education, \*Excellence in Education, Expenditure per Student, Futures (of Society), \*Gifted, Gifted Disadvantaged, Special Education, \*Talent, Talent Identification

Identifiers—Javits Gifted and Talented Students Act

This report on the educational needs of American gifted and talented students identifies indicators of an educational crisis, describes the current status of education for these students, and presents recommendations to meet the educational needs of these students. Indicators demonstrating the need for change include the relatively poor performance by American students on international tests and the small number of students performing at the highest levels on National Assessment of Educational Progress tests. Recent studies have shown that gifted and talented elementary school students have mastered 35-40% of the curriculum in five basic subjects before they begin the school year; most regular classroom teachers make few, if any, provisions for talented students; highest achieving students study less than an hour a day; and only 2 cents out of every \$100 spent on K-12 education supports special opportunities for talented students. A review describes how gifted and talented students are currently identified, the number of students served, the kind of support available, the kind of education most gifted and talented students receive, and characteristics of effective programs for these students. Seven recommendations are offered: (1) set challenging curricular standards; (2) establish high-level learning opportunities; (3) ensure access to early childhood education; (4) increase learning opportunities for disadvantaged and minority children with outstanding talents; (5) broaden the definition of gifted (a broadened definition based on the federal Javits Gifted and Talented Education Act is offered); (6) encourage appropriate teacher training and technical assistance; and (7) match world performance. (Contains 43 references.) (DB)

## FL

ED 359 744 FL 020 283

**Snyder, Sharon, Ed. And Others**

**Strategy Notebook: A Compilation of Open-Ended Instructional Strategies and Materials for Beginning ESL and Literacy Learners.**

International Catholic Migration Commission, Washington, DC.

Pub Date—91

Note—698p; Dot matrix type, with numerous line drawings. Pages are 8.5 in. by 13 in.

Available from—International Catholic Migration Commission, 1319 F Street, N.W., Washington, DC 20004.

Pub Type—Guides - Classroom - Teacher (052) - Reference Materials (130)

**EDRS Price - MF04/PC28 Plus Postage.**

Descriptors—\*Class Activities, \*Classroom Techniques, \*English (Second Language), \*Instructional Materials, \*Introductory Courses, \*Literacy Education, Second Language Instruction

This strategy notebook is designed as a resource for teachers of English as a Second Language (ESL) and literacy education. It consists of a series of class activities and recommendations for instructional materials contributed to the International Catholic Migration Commission (ICMC) by experienced ESL and literacy teachers. The first section describes instructional activities, subdivided into general and topical strategies. The general strategies are useful for teaching any content, and make use of stories, pictures, and elements of the arts: drama, poetry, music, and drawing. Some are intended to be integrated into the curriculum as regular features of instruction or to take an entire instructional cycle

to carry out, and still others focus on classroom management issues as opportunities for learning. The topical strategies are sample curriculum units using some of the general strategies outlined previously. The second section of the notebook contains teacher-designed instructional materials, including story books and class exercises, copies of some appropriate materials located in the ICMC learning resource center, and annotated listings of photos, slides, and videos from the learning resource center. (MSE)

**ED 359 745** FL 020 592

Clark, Mary Morris

**A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo.**

Pub Date—78

Note—412p.; Doctoral Dissertation, University of New Hampshire.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

**EDRS Price - MF01/PC17 Plus Postage.**

Descriptors—\*Grammar, \*Igbo, \*Language Patterns, Language Research, \*Linguistic Theory, Phonology, \*Syntax, \*Tone Languages, Uncommonly Taught Languages, Verbs

Identifiers—Pitch (Language)

An analysis of tone in language begins with the observation that the structural approach taken in segmental phonology, analyzing complex tones in terms of sequences of level tones, is not necessarily appropriate with tone languages. A different approach is proposed, a "dynamic-tone" theory that represents tone contours entirely in terms of two "tone markers" representing rising and falling pitch. This theory is offered as a universal theory of tone. The first three chapters outline the way in which the theory accounts for a wide variety of tonal phenomena, including pitch-accent language, tone languages, and phrasal tone. The fourth chapter, concerned with the nature of and constraints on tone rules, describes how tone rules may be confined to three processes: insertion, movement, and deletion of a tone marker. Chapter 5 addresses a number of issues, including tonal stability and the theory of gliding tones. The sixth and seventh chapters contain detailed analysis of the tonal system of Igbo, with particular attention to the specification of syntactic environments for its major tonal processes. In chapter 8, the interaction between phonology and syntax is examined, and a specific constraint is proposed. (Contains 68 references.) (MSE)

**ED 359 746** FL 020 811

Lindeberg, Ann-Charlotte, Ed. And Others

**Nordic Research on Text and Discourse, NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990).**

NORDTEXT—Nordic Research Group for Theoretical and Applied Text Linguistics.

Report No.—ISBN-952-9616-05-8

Pub Date—Apr 92

Note—282p.; Published by Abo Academy Press.

For individual papers, see FL 020 812-833.

Available from—Tidningsbokhandeln, PB 33, SF-21601 Pargas, Finland.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—\*Adverbs, Content Analysis, Contrastive Linguistics, Court Litigation, \*Discourse Analysis, Finnish, Foreign Countries, Higher Education, Languages for Special Purposes, Linguistic Theory, Norms, Persuasive Discourse, \*Questioning Techniques, Rhetoric, Secondary Education, Swedish, \*Text Structure, Time, Uncommonly Taught Languages, Word Processing, \*Written Language

Identifiers—East Germany, Macrostructures (Information), Referents (Linguistics), USSR

Papers presented at the 1990 Symposium of the Nordic Research Group for Theoretical and Applied Text Linguistics include the following: "Success Concepts" (Enkvist); "Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension" (Garrod); "Particles as Fundaments of Discourse Structuring" (Fernandez-Vest); "Macrostructure in Conversation" (Backlund); "Lexis in Discourse" (Nyssönen); "The Notion of Coercion in Courtroom Questioning" (Bulow-Moller); "Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels" (Gunnarsson); "Main Worlds and Supplements" (Melander); "Identity Relations and Super-themes in Swedish LSP Texts" (Naslund); "Conflicts and Changes in Textual Norms" (Berge);

"Sign, Language, and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News" (Pankow); "News Discourse: The Paratextual Structure of News Texts" (Frandsen); "Polyphonic Structure" (Flottum); "Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension" (Tirkkonen-Condit); "Temporal Adverbials in Text Structuring: On Temporal Discourse" (Virtanen); "Diversifying Procedural Discourse" (Wikberg); "A Sense of Relief: Backgrounding in Argumentative Student Writing" (Evensen); "Text and Reference" (Ventola); "Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing" (Mauranen); "Some Aspects of the Pragmatic Organization of Academic Discourse" (Suomela-Salmi); "Composing on the Computer: A Study of Work Habits on the Job" (Wikborg); and "The Use of 'Idea Processors' for Studying Structural Aspects of Text Production" (Eklundh). (JP)

**ED 359 747** FL 020 812

Enkvist, Erik Nils

**Success Concepts.**

Pub Date—Apr 92

Note—11p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communication Skills, Cultural Context, \*Discourse Analysis, Foreign Countries, Grammar, \*Grammatical Acceptability, \*Language Skills, \*Language Usage, Oral Language, \*Speech Acts

Concepts that deal with various aspects of communicative success, or "success concepts," include grammaticality, acceptability, appropriateness, and interpretability. Because different grammarians espouse different ideas of correctness, grammaticality, defined as the relation between an utterance and a grammatical description of its language, must be supplemented with "real life" concepts. Acceptability is the relation between an expression and a set of judgments produced by a group of informants. The question is posed whether acceptability can be measured without attention to the type of person who makes the judgments or the situation in which judgments are made. Appropriateness is situational or contextualized acceptability and is a matter of style. A piece of discourse is interpretable to those who can, under the circumstances, build around that discourse a world in which the discourse make sense. Applied linguists are urged to encourage interpretability as the most basic of the success concepts. (JP)

**ED 359 748** FL 020 813

Garrod, Simon

**Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension.**

Pub Date—Apr 92

Note—18p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, \*Cognitive Processes, \*Discourse Analysis, Eye Movements, Foreign Countries, Linguistic Theory, \*Psycholinguistics, \*Reading Comprehension, Syntax

Identifiers—\*Parsing

This paper explores the problem of reconciling general psychological processing constraints with linguistic constraints on discourse structure. Two types of psychological constraints, the 'immediacy constraint' and the 'limited focusing constraint' are shown to combine with linguistic constraints to determine the pattern of eye movements during reading in two case studies. Data suggest that (1) there is a role for both immediacy and limited focusing in parsing, and (2) lexical priming was evident, but could not account for subtler effects of contextual restriction that only appear when processing definite noun-phrases. Psychological and linguistic determinates of processing may interact in much more complicated ways than has been assumed. (Author/JP)

**ED 359 749** FL 020 814

Fernandez-Vest, M. M. Jocelyne

**Particles as Fundaments of Discourse Structuring.**

Pub Date—Apr 92

Note—16p.; In: Nordic Research on Text and Dis-

course. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Contrastive Linguistics, \*Discourse Analysis, Finno Ugric Languages, Foreign Countries, Indo European Languages, \*Oral Language, \*Speech Communication, \*Structural Analysis (Linguistics), \*Written Language

Identifiers—Lappish, Textual Analysis

A serious study of discourse particles (DIPs) must be founded on the analysis of orality in its two main dimensions: oral communication in its ordinary functioning (i.e., discourse, conversation, enunciation), but also in expression ritualized by the oral tradition of cultures that do not have a writing system. The association of the two dimensions emphasizes the importance of a solid theory and methodology within discourse analysis. To assume as a prerequisite a distinction between morphosyntactic and enunciative levels makes it possible to observe the role played by DIPs in the process of discourse structuring. Examples from Finno-Ugric languages with an oral tradition (the Sami language) and Indo-European languages with a long standing written tradition are examined. A dichotomous classification between particles proper (DIPs "in their own right") and particles "by extension" proves to be operational for a comparison in external contrastivity as well as internal contrastivity. (Author/JP)

**ED 359 750** FL 020 815

Backlund, Ingegerd

**Macrostructure in Conversation.**

Pub Date—Apr 92

Note—12p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Foreign Countries, Models, \*Oral Language, \*Speech Communication, \*Telephone Communications Systems, Text Structure, Written Language

Identifiers—\*Conversational Markers, \*Macrostructures (Information)

This paper attempts to show that certain structural relations that contribute to creating text in spoken and written monologue also bind segments together in conversation. Methodology is based on a model of text as consisting of sequences of a problem-solution structure. Analysis of texts from 12 purpose-oriented telephone conversations focuses on how macrostructural patterns are jointly created and made clear by the speakers in the course of the interaction. It is shown that speakers use two types of markers to clarify the macrostructure of the conversations: markers signaling the type of component in the problem-solution structure for a given unit, and markers that signal boundaries between units. Most markers of the latter type also focus attention on upcoming talk. Speakers use markers indicating the type of component in more than 50% of the structural units in the conversations, whereas 34% of the boundaries between units are specially marked. (Author/JP)

**ED 359 751** FL 020 816

Nyssonen, Heikki

**Lexis in Discourse.**

Pub Date—Apr 92

Note—9p.; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Skills, Cultural Context, \*Cultural Differences, \*Discourse Analysis, Foreign Countries, \*Language Patterns, Language Usage, \*Lexicology

This paper is concerned with a discourse-based approach to lexis and, in particular, the discourse role of lexical patterns or lexicalized sequences which are completely or partially preassembled and more or less fixed in form. Lexical patterns, their function in a community's codes, and the cultural differences that may arise in their use, are briefly discussed. The relationship of lexical patterns to social competence and to two general discourse strategies, framing and symbolizing, is described. Lastly, the latent, pragmatic nature of lexical patterns is addressed. (Author/JP)



ED 359 752 FL 020 817

Bulow-Moller, Anne Marie

The Notion of Coercion in Courtroom Questioning.

Pub Date—Apr 92

Note—11p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Court Judges, \*Court Litigation, Foreign Countries, Inquiry, Juries, Lawyers, \*Linguistic Theory, \*Pragmatics, \*Questioning Techniques, \*Syntax

Identifiers—Defendants, \*Open Ended Questions, Witnesses, \*Yes No Questions

To account for coercive force in questions posed by counsel to defendants and witnesses, several levels of speech must be addressed. Forensic linguistics literature discusses the scale of coerciveness as reflected in the syntactic form of the questions. It is argued that this type of analysis fails to account for the inferences made by hearers (i.e., judge and jury) and that syntactically coercive questions can be highly cooperative and vice versa. An analysis of the televised mock trial of Lee Harvey Oswald showed that the most coercive forces were found not so much at the syntactic level as at the pragmatic, situation-bound level, with control strategies isolated. On the surface, courtroom evidence consists of facts but in practice, facts are produced under syntactic and pragmatic coercion because they are tailored to the needs of the real addressee, the judge and jury. (JP)

ED 359 753 FL 020 818

Gunnarsson, Britt-Louise

Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels.

Pub Date—Apr 92

Note—18p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Content Analysis, Diachronic Linguistics, Discourse Analysis, Foreign Countries, \*Languages for Special Purposes, \*Literary Genres, \*Sciences, \*Text Structure, \*Written Language

This article presents methods and results from diachronic studies of articles carried out within the project "LSP Texts in the 20th Century," a study of genre-bound linguistic change and variation in science and popular science in the fields of economics, medicine, and technology. The interrelationship between text and context is central for the general theoretical model within which the LSP studies at the cognitive, pragmatic, macrothematic, and microsemantic levels are carried out. Methods for cognitive and macrothematic analyses and results from the study of the superthematic structure of 90 articles within science and popular science are described. Findings point to clearer genre boundaries for the scientific text genre and homogeneity of the scientific articles. (Author/JP)

ED 359 754 FL 020 819

Melander, Bjorn

Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data.

Pub Date—Apr 92

Note—13p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Cognitive Processes, \*Content Analysis, Foreign Countries, \*Languages for Special Purposes, Semantics, \*Text Structure, Uncommonly Taught Languages, Written Language Identifiers—\*Schema Theory, Text Patterns, Textual Analysis

One of the analyses carried out within the University of Uppsala (Sweden) study, "LSP Texts in the 20th Century," classified the cognitive text content into five different cognitive worlds: the scientific, the practical, the object, the private, and the external. This paper investigated patterns of distribution in the texts of these cognitive worlds. A classification of the function in the textual structure of the cognitive worlds results in four different types: main

world, secondary world, excursus, and supplement. This model makes it possible to describe content patterns at a macrolevel and also to correlate these patterns to various contextual factors, thereby making it possible to relate text and context. (Author/JP)

ED 359 755 FL 020 820

Nashund, Harry

Identity Relations and Superthemes in Swedish LSP Texts.

Pub Date—Apr 92

Note—11p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Content Analysis, Economics, Foreign Countries, \*Languages for Special Purposes, Semantics, Swedish, \*Text Structure, Uncommonly Taught Languages

Identifiers—Sweden

This paper addresses the microsemantic and macrothematic analyses of science and popular science texts from the fields of economics, medicine, and technology used in the "LSP (Languages for Special Purposes) Texts in the 20th Century" project. Results show that the frequency of the relations is different within various parts of the texts. A clear difference between the (pure) identity and the partial identity relations is that the former are the most frequent in theme development, whereas the latter have their highest frequency in the discussion part of several of the text groups. Distribution of possessive relationships indicates that the personal element of the medical texts is concentrated within the introduction and discussion, whereas the various diseases are dealt with in the central theme development. (JP)

ED 359 756 FL 020 821

Berge, Kjell Lars

Conflicts and Changes in Textual Norms.

Pub Date—Apr 92

Note—11p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Contrastive Linguistics, Cultural Context, Foreign Countries, Linguistic Theory, \*Norms, \*Sociolinguistics, \*Text Structure, Written Language

The notion of "textual norms" refers to sociocultural conventions that define the "well-formedness" of a text. Because well-formedness in texts is characterized by convention, different conventions may exist in a community and lead to norm conflicts when used in actual text generation. In this article, two types of norm conflict are described. In the first, there is a lack of a conventionalized norm system that leads to change in the norm system by a functionality principle (i.e., the normal system is viewed as a means not an end). In the second conflict, the goal and communicative function can be interpreted in different ways, and the norm system can be changed only according to a regulativity principle (i.e., an act of authority). (JP)

ED 359 757 FL 020 822

Punkow, Christiane

Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News.

Pub Date—Apr 92

Note—8p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Broadcast Journalism, Classification, Computational Linguistics, \*Contrastive Linguistics, Cultural Context, \*Discourse Analysis, Foreign Countries, Language Usage, \*News Writing, Research Methodology

Identifiers—\*East Germany, Text Patterns, Text Types, United States, \*USSR, West Germany

This research originated with the idea that a relationship exists between the culture-specific way of thinking on the one hand and the use of language in special contexts on the other, affecting both meaning and text structure. The goal of the research is to create an interlingual text corpus representing a special type of text that appears in different languages

and different cultures. The text corpus (television news from East Germany, West Germany, Soviet Union, and the United States) and the research methodology, which involved charting text patterns and their indicators, are described. Text type and text pattern are the basic theoretical concepts used in the classification of empirical data. (JP)

ED 359 758 FL 020 823

Frandsen, Finn

News Discourse: The Paratextual Structure of News Texts.

Pub Date—Apr 92

Note—14p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Discourse Analysis, Foreign Countries, \*Headlines, \*Linguistic Theory, \*Newsletters, \*News Writing, Text Structure Identifiers—\*van Dijk (T A)

This paper examines the paratextual structure of news texts, i.e., the headline system (superheadline, main headline, and subheadline) and the lead. In the first part of the paper T. A. van Dijk's interdisciplinary theory (1988) of "news in the press" is reviewed with special reference to the status and function assigned to the paratext. In the second part of the paper, an alternative theoretical framework is presented. The fundamental hypothesis of this theory is that the paratextual units of news texts constitute a coherent and relatively autonomous microsystem, despite certain structural and functional differences, and that this microsystem is placed as a text strategic field (threshold) between the sender and receiver of news text. Appended are samples of news text to illustrate the theory. (Author/JP)

ED 359 759 FL 020 824

Flottum, Kjersti

Polyphonic Structure.

Pub Date—Apr 92

Note—13p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Discourse Analysis, Foreign Countries, \*Linguistic Theory, Structural Analysis (Linguistics), Text Structure Identifiers—\*Summarization

This paper presents some aspects of polyphonic theory, which contests the idea of the unique speaking subject and claims that several voices can be manifest in one utterance. The theory is related to the analysis of a coherent text consisting of several utterances. The notions of enunciation, speaker, enunciation, and utterance are defined in polyphonic terms. A polyphonic analysis of argumentative text tests the hypothesis that if there is one voice that is stronger than the others this voice can be characterized as the most important one and situated at the top of the information hierarchy. Results show the analysis to be legitimate in the study of structuring and hierarchical organization of information. (Author/JP)

ED 359 760 FL 020 825

Tirkkonen-Condit, Sonja

Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension.

Pub Date—Apr 92

Note—13p; In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Coherence, \*Discourse Analysis, Foreign Countries, \*Reading Comprehension, Reading Skills, Rhetoric

Identifiers—\*Relational Propositions

Readers' ability to identify and accept relational propositions (RPs) in a text may influence their judgments of text coherence. Types of text comprehension were defined in two ways: (1) according to whether an RP was immediately identifiable, identifiable after further reading, or not identifiable; and (2) according to whether the proposition was judged to be acceptable. Using a sample text (an editorial) RPs were identified, articulated into statements, and inserted into the text. This showed that the sample text would probably manifest a high degree

of coherence to its readers in that its dominant rhetorical relations would be relatively identifiable, with their acceptability depending on the readers' beliefs and values. Dominant rhetorical relations in the sample text were unassigned, left for readers to infer. It is suggested that by virtue of their schematic knowledge of editorials, readers have fairly specific expectations about dominant rhetorical relations. (JP)

**ED 359 761** FL 020 826  
Virtanen, Tuija

**Temporal Adverbials in Text Structuring: On Temporal Text Strategy.**

Pub Date—Apr 92

Note—14p. In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adverbs, Coherence, Foreign Countries, Structural Analysis (Linguistics), \*Time, Word Recognition

Identifiers—Linguistic Markers, Text Coherence

This paper discusses clause-initial adverbials of time functioning as signals of the temporal text strategy. A chain of such markers creates cohesion and coherence by forming continuity in the text and also signals textual boundaries that occur on different hierarchical levels. The temporal text strategy is closely associated with narrative text. Temporal adverbs in unitive text is discussed and their occurrence in a corpus containing heterogeneous texts of different types is described. It is obvious that the textual functions that a chain of clause-initial adverbials of time may have in creating cohesion and coherence and in segmenting the text have the discourse-pragmatic effect of facilitating text processing. Near-prototype narratives discussed at the beginning of the paper show clear and homogeneous tendencies. A less stereotyped narrative provides the text-receiver with less expected, and hence, informationally more weighty, solutions. (JP)

**ED 359 762** FL 020 827  
Wikberg, Kay

**Diversifying Procedural Discourse.**

Pub Date—Apr 92

Note—13p. In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Discourse Analysis, Foreign Countries, Text Structure, \*Written Language

Identifiers—Text Types

Although the main characteristics of procedural discourse are well known, less is known about its various subtypes. Most of the data for the present paper are taken from Category E (skills, trades, and hobbies) in the Brown and LOB corpora, supplemented with examples from computer manuals and a manual for drivers. Following a survey of previous research on procedural discourse, a formulaic definition of procedural discourse is offered: X PRE-SCRIBE HOW Y DO Z, where X is the knowledgeable text producer, Y the ignorant addressee, and DO Z a complex act. It is shown that variation in text type is largely due to the nature of this macro-act and the degree of directness/indirectness that the text producer adopts toward the reader. (Author/JP)

**ED 359 763** FL 020 828  
Evensen, Lars Sigfred

**A Sense of Relief: Backgrounding in Argumentative Student Writing.**

Pub Date—Apr 92

Note—13p. In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, Discourse Analysis, Foreign Countries, Grade 8, Grade 9, Language Patterns, Linguistic Theory, \*Persuasive Discourse, Program Descriptions, Secondary Education, \*Secondary School Students, \*Writing (Composition)

Identifiers—Nordwrite Project, Norway

This article presents two developmental studies of discourse patterns in student writing. Results from two projects are presented: (1) the NORDWRITE project (1986-1989; Norwegian argumentative ma-

terial from grades eight and nine) and (2) a comparison of argumentative writing in grades eight and nine with foreign language argumentative writing at the same grade levels. Within a hierarchical discourse framework, it is argued that the theory of grounding may be used to develop functional interpretations of formal developments. The two studies suggest that the essential writing development at secondary educational levels may be characterized by emerging discourse structures at low superstructural levels. Findings also suggest that patterns of development are similar in first- and foreign-language writing. (Author/JP)

**ED 359 764** FL 020 829  
Ventola, Eija

**Text and Reference.**

Pub Date—Apr 92

Note—14p. In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Characterization, English for Academic Purposes, Finnish, Foreign Countries, Grammar, Instructional Materials, Linguistic Theory, Second Language Instruction, Second Language Learning, Teaching Methods, \*Text Structure, Uncommonly Taught Languages

Identifiers—Referential Communication, \*References (Linguistics)

This article discusses the system of reference as one of the linguistic systems operating in English texts. It introduces reference systems as systems that code cohesive dependency relationships between entities in texts. References in texts are treated as ways of introducing and keeping track of text participants. The cohesive operation of referential systems and their realizations are exemplified in academic texts. Native writers rarely have difficulties in realizing referential choices, but non-native learners of English often do not fully comprehend the functions of reference items in texts; their use of such reference items as articles is not systematic and may lead to misunderstandings and obscure the intended meanings. The article offers some explanations of the problems experienced by non-native writers. (Author)

**ED 359 765** FL 020 830  
Mauranen, Anna

**Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing.**

Pub Date—Apr 92

Note—15p. In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Contrastive Linguistics, Cultural Influences, English, Finnish, Foreign Countries, \*Rhetoric, Uncommonly Taught Languages, \*Writing (Composition)

Identifiers—\*Referential Communication, \*References (Linguistics)

Academic rhetoric is manifested at all levels of language, and its aim is to increase the credibility of the writer's message in the reader's mind. However, cultural variation in rhetorical values and conventions may undermine the writer's efforts to impress the reader. The use of reference in scientific texts by Finnish and native English writers was studied as a reflection of underlying rhetorical strategies. Both similarities and differences between the two groups of writers were found in the use of certain reference items as well as in making references to central referents in the text. Writers with different cultural backgrounds thus produced different rhetorical effects through their use of reference and exhibited different rhetorical strategies. (Author)

**ED 359 766** FL 020 831  
Suomela-Salmi, Eija

**Some Aspects of the Pragmatic Organization of Academic Discourse.**

Pub Date—Apr 92

Note—13p. In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cultural Influences, \*Finnish, Foreign Countries, \*French, Higher Education, Mas-

ters Theses, Second Language Instruction, Text Structure, Translation, Uncommonly Taught Languages

Identifiers—\*Academic Discourse

This paper discusses aspects of signaling structure by means of textual organizers in Finnish and French academic discourse. The assumption that there exist culture-bound conventions for marking textual organization by either explicit or implicit linguistic means was explored. Observations are offered of Finnish and French articles and summaries of Finnish master's degree theses dealing with language and translation. Discussion focuses on (1) markers of linear integration in discourse, and (2) the paragraph as a textual organizer. (JB)

**ED 359 767** FL 020 832  
Wikborg, Eleanor

**Composing on the Computer: A Study of Writing Habits on the Job.**

Pub Date—Apr 92

Note—9p. In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Processes, \*Employment, Foreign Countries, \*Word Processing, \*Writing (Composition), \*Writing Processes

Identifiers—\*Work Habits

This study investigated the writing habits of seven professionals who regularly use word processing to compose texts at work. The aim of the investigation was to get some idea of the variation to be found in how these writers use word processing to compose longer texts (four pages or more). Subjects noted advantages of word processing, such as the ability to work on a text for short periods of time and the ability to compose text in a nonlinear fashion. Implications for the writing process of computer-adapted composing strategies include a decrease in planning activities associated with writing and changes in the process of achieving text coherence. (JP)

**ED 359 768** FL 020 833  
Eklundh, Kerstin Severinson

**The Use of "Idea Processors" for Studying Structural Aspects of Text Production.**

Pub Date—Apr 92

Note—18p. In: Nordic Research on Text and Discourse. NORDTEXT Symposium (Espoo, Finland, May 10-13, 1990); see FL 020 811.

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Cognitive Processes, Foreign Countries, Language Research, Language Styles, Structural Analysis (Linguistics), Text Structure, \*Word Processing, Writing (Composition), \*Writing Processes

Word processors have been shown to favor a local perspective over a global perspective on the text during writing. Recently, advanced outline processors or "idea processors" have appeared that allow the writer to represent and handle structural aspects of a text so that the writer may compose the text within an outline and experiment with different organizations of the ideas during the process. Data are presented from case studies of writers who used an idea processor for writing long, complex texts. Results suggest that the use of an idea processor may encourage writers to focus early on global properties of the text. Specific properties of the idea-processing program that may affect the writing process are discussed, as well as the compatibility of idea processors with different writing tasks and writer styles. (Author/JB)

**ED 359 769** FL 021 184  
Papandreou, A. P.

**The Projects Strategy in Curriculum and Instruction.**

Pub Date—11 Apr 93

Note—14p. Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (7th, Cyprus, April 1993).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Assignments, Classroom Techniques, Elementary Secondary Education, \*English (Second Language), Evaluation Criteria, Foreign Countries, \*Independent Study, \*Research Skills, Second Language Instruction, Small

Group Instruction, Student Evaluation, \*Student Projects, Student Role, Teacher Role, Time Factors (Learning)

Identifiers—Cyprus

A strategy for English second language instruction in the Greek schools of Cyprus at the elementary and secondary level is described. Central to the strategy is assignment of student projects, either individual or small-group, integrating independent language learning and use of research and planning skills. An introductory section presents the instructional rationale for such an assignment. Methodology is then outlined in six steps: preliminary idea-gathering and consideration of potential subjects; planning of the project's structure; research; analysis of data and drawing of conclusions; presentation in the form of an oral and/or written report; and evaluation. A number of related issues are discussed separately, including time factors and motivation in project planning and completion, selection of appropriate topics, the teacher's role in the project phases and aspects, the corresponding role of the student, and special considerations in small group work. A sample project evaluation form is included. (MSE)

ED 359 770

FL 021 215

*Brown, Brad*  
Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education.

Pub Date—[May 93]

Note—19p.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Bias, \*Bilingual Education, \*Educational Attitudes, Elementary Secondary Education, Program Development, Program Implementation, \*Public Opinion, Public Policy, Research Methodology, \*Research Problems, Statistical Analysis, \*Surveys

Considerations in conducting attitude surveys concerning bilingual education are discussed. An introductory section examines briefly the history of the controversy over bilingual education, legislative initiatives, and some previous opinion research. Specific kinds of information needs relating to public opinion are then noted and problems arising in such research are described. Two central issues examined are: (1) the need for comparable data that reflects opinions of local subpopulations as well as those of the larger population, and (2) elimination of bias in presentation of results, including accurate representation of their statistical significance. It is concluded that reliable information about community opinions, especially as to where and how much they differ from official, internal school district policy, is essential for successful program planning, development, and implementation. Definitions of common terms in bilingual education are appended, and a 34-item bibliography is included. (MSE)

ED 359 771

FL 021 224

*Chen, Fred, Ed. And Others*

Working Papers in Educational Linguistics, Volume 9, Number 1, Spring 1993.

Pennsylvania Univ., Philadelphia. Graduate School of Education.

Pub Date—93

Note—147p.; For individual papers, see FL 021 225-230.

Journal Cit—Working Papers in Educational Linguistics; v9 n1 Spr 1993

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Applied Linguistics, Case Studies, College Second Language Programs, Communication Problems, \*Cooperative Learning, Cultural Awareness, Culture Conflict, Elementary Secondary Education, Higher Education, Language Planning, Language Research, \*Language Role, Limited English Speaking, \*Multicultural Education, Second Language Instruction, \*Statewide Planning, Student Role

Identifiers—\*Arkansas, \*University of Pennsylvania

This issue of a journal designed to serve as a forum for the exchange of ideas among students and scholars on various aspects of linguistics in education contains the following papers: "The Importance of Participant Role in Cooperative Learning" (Rebecca Freeman); "The Trap of Generalization: A Case of Encountering a New Culture" (Masakazu Iino); "Sticking Points: Effects of Instruction on NNS Refusal Strategies" (Kendall A. King, Rita Elaine Silver); "Planning Language-in-Education in

Arkansas: A Case Study" (Felicia Lincoln-Porter); "Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study" (Kristin I. Lohedy); and "Story, Voice, and Culture: The Politics of Narrative in Multicultural Education" (Cathy Luna). (MSE)

ED 359 772

FL 021 225

*Freeman, Rebecca*

The Importance of Participant Role in Cooperative Learning.

Pub Date—93

Note—21p.; For the complete journal, see FL 021 224.

Journal Cit—Working Papers in Educational Linguistics; v9 n1 p1-20 Spr 1993

Pub Type—Reports - Research (143) — Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Classroom Techniques, College Students, \*Cooperative Learning, Discourse Analysis, Educational Research, English (Second Language), \*Group Dynamics, Higher Education, Language Research, \*Learning Strategies, Peer Relationship, Second Language Instruction, \*Second Languages, \*Small Group Instruction, \*Student Role

A way in which second language teachers can use analysis of student discourse to understand how small group interaction defines students' roles relative to each other is demonstrated in a case study. The study compared the participant role of a 21-year-old Japanese male student in an intensive English second language program in two different student pairs. In one pair, the subject did not participate fully, showed frustration, and allowed the other participant to determine the dynamics of the interaction. In the second pair, the subject negotiated turn-taking with his partner and began to perceive himself as a legitimate participant in the classroom culture. It is concluded that the interaction between students can either limit or enhance students' opportunities to participate and negotiate meaning, and the teacher is in a position to intervene to change the limiting organization of the pair or group. In addition, it is proposed that when the teacher can identify strategies that students are using to successfully negotiate meaning, she or he can help all students develop such strategies by making them explicit. (MSE)

ED 359 773

FL 021 226

*Iino, Masakazu*

The Trap of Generalization: A Case of Encountering a New Culture.

Pub Date—93

Note—27p.; For the complete journal, see FL 021 224.

Journal Cit—Working Papers in Educational Linguistics; v9 n1 p21-45 Spr 1993

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cultural Awareness, Cultural Differences, \*Cultural Traits, \*Culture Conflict, \*Generalization, \*Intercultural Communication, Interviews, Sociolinguistics, \*Stereotypes, Videotape Recordings

Identifiers—\*Japanese People

This study investigated how the relationship between "individual" and "institution" is constructed in people's perceptions about other cultures, and manifested in conversation. The potential for inappropriate generalization and misunderstanding of situations and cultures was examined. A videotape recording of a Japanese family and two guests, one American and one Japanese, was analyzed, focusing on one awkward conversational exchange involving racially discriminatory remarks. Analysis included review of the videotape with the American guest, mother, daughter, four Japanese graduate students, and four American graduate students. Subsequently, interviews were conducted with the American guest and an American college student with experience in Japanese culture. Interview emphasis was on how experiences in Japan affected perceptions of Japan, with particular attention paid during analysis to use of personal pronouns as a measure of the speaker's identification with the world. Analysis identified some cultural differences in behavior that could lead to misunderstanding and some commonalities (e.g., in gestures) that led to common interpretation. Dynamics of co-membership or identification with the culture during the conversation were also examined. It is concluded that gener-

alizations in speech can create misunderstanding, and that "hedges" such as "I think," "it seems," "it might," etc., although considered sociolinguistically powerless in the United States, may help prevent conflict. (MSE)

ED 359 774

FL 021 227

*King, Kendall A. Silver, Rita Elaine*

"Sticking Points": Effects of Instruction on NNS Refusal Strategies.

Pub Date—93

Note—37p.; For the complete journal, see FL 021 224.

Journal Cit—Working Papers in Educational Linguistics; v9 n1 p47-82 Spr 1993

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Communication Problems, Conversational Language Courses, \*English (Second Language), Higher Education, Instructional Effectiveness, \*Interpersonal Communication, \*Interpersonal Competence, \*Language Patterns, North American English, Questionnaires, Second Language Instruction, Second Language Learning, \*Second Languages, \*Social Behavior

Identifiers—\*Refusals

The study described here investigated the refusal strategies of intermediate-level second language learners and the potential for developing sociolinguistic competence in nonnative speakers (NNS) through classroom instruction. Subjects were six college students of English as a Second Language, divided into treatment and control groups. The treatment group was provided instruction on sociolinguistic variables important in refusing in American English. The control group participated in a class on how to make small talk with Americans. Pre- and post-test questionnaires designed to elicit refusals in English were administered. In addition, 2 weeks after instruction, participants were telephoned by a researcher requesting that they perform a burdensome activity at a time known to conflict with their schedules. Questionnaire results indicate that the instruction in refusals had little effect. Data from the telephone interview reveal no effect. Patterns of response found in certain questionnaire situations, and the large disparity between written and spoken refusal strategies, were found to be of special interest and have implications for further research. The questionnaire and a participant profile are appended. (MSE)

ED 359 775

FL 021 228

*Lincoln-Porter, Felicia*

Planning Language-in-Education in Arkansas: A Case Study.

Pub Date—93

Note—22p.; For the complete journal, see FL 021 224.

Journal Cit—Working Papers in Educational Linguistics; v9 n1 p84-103 Spr 1993

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, Case Studies, Elementary Secondary Education, English (Second Language), Geographic Distribution, Immigrants, \*Language Maintenance, \*Language Planning, \*Language Role, \*Limited English Speaking, Official Languages, \*Public Policy, Rural Areas, School Districts, \*Statewide Planning

Identifiers—\*Arkansas, Language Minorities

Aspects of state planning for language in education in Arkansas are examined and of several models of language planning that illuminate this case are analyzed. Information was gathered on language minority populations in Arkansas from census data, reports, and public and private sources. From this, an overall picture of language planning in the state was constructed. Three case studies of areas with language minority populations are used to illustrate the findings: the Hmong in Fort Smith; the Springdale School District; and Paragould Junior High School. As background, the evolution of state policy on English as the official language and on intervention with limited-English-proficient students is chronicled. The case studies are then outlined. In Fort Smith, federally-funded bilingual education was not able to serve the Hmong population, which later relocated to Georgia. The Springdale School District obtained federal funds to train teachers for rapid transitional bilingual education, to mainstream students as quickly as possible. In Paragould, the arrival of two Hispanic junior high school stu-



dents, an unusual occurrence, caused school personnel to improvise, successfully, by treating the students' native language as a resource, not a barrier. It is concluded that Arkansas' decentralization of policy concerning language in education and the state's limited financial resources suggest that policy supporting native language maintenance may not be feasible. (MSE)

ED 359 776

FL 021 229

Loheyde, Kristin L.

Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study.

Pub Date—93

Note—23p.; For the complete journal, see FL 021 224.

Journal Cit—Working Papers in Educational Linguistics; v9 n1 p105-126 Spr 1993

Pub Type—Reports - Descriptive (141) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Articulation (Education), Case Studies, College Outcomes Assessment, \*College Second Language Programs, \*Educational Policy, Higher Education, \*International Studies, \*Language Planning, Language Proficiency, Program Development, Program Implementation, School Policy, Study Abroad, \*Uncommonly Taught Languages, Undergraduate Study. Identifiers—Content Area Teaching, \*University of Pennsylvania

The development and implementation of undergraduate second language programs at the University of Pennsylvania are analyzed in terms of several models of language planning. First, the stated foreign language proficiency goals of the four undergraduate colleges (arts and sciences, nursing, economics, and engineering and applied science), the Penn Language Center, the Office of International Programs, and the various foreign language departments are outlined. Strategies used for implementing those goals are then enumerated, including proficiency testing, the less commonly taught languages and content-based instruction used at the Penn Language Center, other study abroad programs sponsored by the Office of International Programs and campus-wide resources and projects to promote language use. Outcomes in the various programs are examined, and it is concluded that, despite the apparent dedication and achieved outcomes of these efforts, there is evidence of some hesitancy to commit fully to language instruction, including reluctance to require language skills before matriculation and limited articulation or interaction between language centers and related programs. In the context of a language planning framework such as that of J. Fishman (1979) problems or areas for improvement are identified in the phases of issue clarification, codification of purposes and procedures, elaboration of priorities and deadlines, implementation, evaluation, and iteration/cultivation. Contains 34 references. (MSE)

ED 359 777

FL 021 230

Luna, Cathy

Story, Voice, and Culture: The Politics of Narrative in Multicultural Education.

Pub Date—93

Note—17p.; For the complete journal, see FL 021 224.

Journal Cit—Working Papers in Educational Linguistics; v9 n1 p127-142 Spr 1993

Pub Type—Reports - Evaluative (142) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Communication, Cultural Differences, Discourse Analysis, Elementary Secondary Education, Group Dynamics, Interpersonal Communication, \*Listening Skills, \*Multicultural Education, \*Personal Narratives, \*Self Expression, Sociocultural Patterns, \*Story Telling

The role of personal narrative in multicultural education is examined. First, the relationship between student voice, storytelling, and the transmission of culture is discussed in the context of recent literature on those topics. The concept of voice describes the process of expressing oneself meaningfully through utterances and actions according to rules of social discourse. It is argued that the individual develops an individual and cultural voice through narration and dialogue, his/her own and/or others'. However, narrative is seen as rarely being given that positive a role in the classroom. Narrative is often treated as a lower form of discourse, and students are pushed to leave it behind as they progress

through school. Expository or essayist writing is emphasized. As a result, cultural forms of narrative that are not essayist are de-emphasized. Teacher perceptions of the non-conforming discourse of some students may affect the students' access to literacy-related events, depending on the degree to which teacher and child share discourse conventions and strategies. It is proposed that teachers be taught the politics of discourse and learn listening skills that convey to students the message that while the cultural stories they have to tell are different, none is inferior. (MSE)

ED 359 778

FL 021 235

Dialect Differences in the Schools: Educational, Social, and Economic Implications. Workshop (Cleveland, Ohio, June 26-28, 1986).

Cleveland State Univ., Ohio.

Pub Date—86

Note—184p.; Workshop conducted by Howard A. Mims and Walt Wolfram. Photocopied materials from various sources have several reproducibility problems.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Black Dialects, Black Students, Culture Conflict, \*Dialects, Elementary Secondary Education, \*English, Ethnic Groups, Grammar, \*Language Role, \*Language Variation, Minority Groups, Phonology, \*Sociocultural Patterns, \*Stuttering

Materials concerning dialects and language variation are presented here as background information for a workshop on English dialect differences in elementary and secondary schools. Articles and essays include: "Grammatical, Phonological and Language Use Differences across Cultures" (Walt Wolfram); "A Linguistic Description of Social Dialects" (Ronald Williams, Walt Wolfram); "Dialect Switching on Stigmatized Black English Grammatical Forms: Implications" (Howard A. Mims); "Potential Interference from Spanish on the Production of English" (Gustavo Gonzalez); "Rejection of Speaker's Dialect as Related to Rejection of Speaking Black English upon Employment Opportunities" (Sandra L. Terrell); "Cultural Influences in the Development and Treatment of Stuttering: A Preliminary Report on the Black Stutterer" (William R. Leith, Howard A. Mims); "Social Dialects: Position Paper" (Committee on the Status of Racial Minorities); "Implications of the Position on Social Dialects" (Lorraine Cole); "Improving Language Assessment in Minority Children" (Fay Boyd Vaughn-Cooke); "Some Possible Dialectal Biases in the Peabody Picture Vocabulary Test for Speakers of Black English" (O. L. Taylor); "External Discrimination Behavior as Related to Black English Grammatical Variants" (Howard A. Mims; Carl T. Camden); "Congruity and Predictability between Two Measures of Nonstandard Dialect Usage on Four Grammatical Forms" (Howard A. Mims, Carl T. Camden); and "Bibliography: Dialects and Sociolinguistic Factors" (Howard A. Mims). Some newspaper articles, classroom materials, and instruments used in dialect analysis are also included. (MSE)

ED 359 779

FL 021 241

Wink, Joan Towell, Janet

Teacher Research in a Linguistically-Diverse Classroom.

Pub Date—Jun 93

Note—17p.; Samples of a student's work may not copy well.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Research, \*Cultural Pluralism, Elementary Secondary Education, English (Second Language), Graduate Students, Higher Education, \*Limited English Speaking, \*Research Methodology, Research Problems, Research Projects, Student Characteristics, \*Teacher Role

Identifiers—\*Diversity (Student), \*Teacher Researchers

Considerations unique to classroom research and problem-solving where the teacher is English-dominant and many students speak English as a Second Language are examined, and advice is offered to teachers. The discussion reflects the specific concerns of a group of graduate students in teacher education. An approach is outlined, in a conversational format, for teachers planning their first effort at classroom research in this context. Suggestions are offered for recording instructional concerns and ideas, generating and selecting research questions,

anticipating problems, and dealing with change that may result from research. The particular issues encountered by several of the graduate students, and their resolution, are described. Teacher projects discussed include research on: the value of writing collaboration in a linguistically diverse group; written vs. oral teacher response to student journal entries; obtaining assistance in maintenance of portfolios for a large group of students with four native languages represented; and providing students with personal, psychological support. Work from the portfolio of one student is appended. (MSE)

ED 359 780

FL 021 245

Short, Deborah J.

How To Integrate Language and Content Instruction: A Training Manual, Second Edition.

Center for Applied Linguistics, Washington, D.C.

Pub Date—91

Note—109p.; For the earlier edition, see ED 305 824.

Available from—Center for Applied Linguistics, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Classroom Techniques, \*Curriculum Development, Dialog Journals, Elementary Secondary Education, \*English (Second Language), Evaluation Methods, Individualized Instruction, \*Instructional Design, Lesson Plans, \*Limited English Speaking, \*Material Development, Models, Portfolios (Background Materials), Program Design, Second Language Instruction, \*Staff Development, Student Evaluation. Identifiers—\*Content Area Teaching

The manual is addressed to teachers, administrators, and teacher trainers helping students learn through a non-native language by integrating language and content. This audience may include English-as-a-Second-Language, bilingual education, or content (e.g., science, math, social studies) teachers with limited-English-proficient students in elementary and secondary schools. The manual presents a whole-education approach involving: (1) incorporation of content material into language classes; and (2) accommodation of students' limited English proficiency in content classes. The first chapter gives an overview of the integrated language and content approach, and the second chapter outlines specific classroom strategies and techniques. Chapter 3 offers suggestions for adapting standard textbook and workbook materials, and chapter 4 gives assistance in developing lesson plans. A variety of student assessment methods are discussed in the fifth chapter, including performance-based assessment, portfolios, journals, language-related content assessment, and assessment across the curriculum. Key issues in curriculum implementation are then addressed, including teacher cooperation/collaboration, administrative support, classroom organization, scheduling, bridging, and mainstreaming. Implementation models are described in chapter 7: individualized instruction; sheltered classes; integrated language and content curricula; and a whole-school approach. Similarly, models for staff development programs are outlined in chapter 8. (Contains 47 references and 88 resources.) (MSE)

ED 359 781

FL 021 258

Haillet, P., Ed. And Others

RELIEF: Revue de linguistique et d'enseignement

du français (Review of Linguistics and French Language Instruction), 1991-1993.

Toronto Univ. (Ontario). St. Michael's Coll.

Report No.—ISSN-1188-0422

Pub Date—Feb 93

Note—139p.

Journal Cit—RELIEF: Revue de linguistique et d'enseignement du français; v1-2 Nov 1991-Feb 1993

Language—French

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Classroom Techniques, Discourse Analysis, Foreign Countries, \*French, \*Grammar, Instructional Materials, Language Planning, Language Proficiency, Media Selection, \*News Media, \*Oral Language, Phonology, Second Language Instruction, Second Languages, \*Spelling, \*Structural Analysis (Linguistics), Tenses (Grammar), Textbooks, Verbs, Videotape Recordings, Writing Instruction

Identifiers—\*Orthography, Print Media

This document consists of the first two issues of the journal RELIEF. Each issue contains four arti-

cles. All articles deal with French second language instruction: (1) "Utiliser la presse écrite en classe de français langue seconde (Using the Print Media in French Second Language Class)" (H. Cantor); (2) "Une leçon de grammaire facile à concevoir, ou la linguistique structurale au service de l'enseignement du français langue étrangère (A Grammar Lesson That's Easy to Understand, or Structural Linguistics in the Service of French Foreign Language Instruction)" (P. Haillet); (3) "La Réforme de l'orthographe: Une analyse critique (The Reform of Orthography: A Critical Analysis)" (F. Khettry); (4) "French in Action" en action: du bon usage de la vidéo dans un enseignement intégré de la langue et de la culture ('French in Action' in Action: Good Use of Video in Integrated Instruction of Language and Culture)" (C. Le Gouss); (5) "A la découverte de mon livre de grammaire (Discovery of My Grammar Textbook)" (Aline Germain-Rutherford); (6) "L'enseignement de la composition au niveau intermédiaire (Composition Instruction at the Intermediate Level)" (Thierry A. Grassioullet); (7) "Prosodie et didactique (Prosody and Instruction)" (Elisabeth Guimbretière); (8) "Un modèle spatio-temporel pour le passe composé et l'imparfait (A Spatio-Temporal Model for the Past Perfect and Imperfect Tenses)" (Marguerite Mahler). (MSE)

#### ED 359 782 FL 021 260

*Priorovsky-Kabat, Grazyna*  
**Listening to Authentic Czech. Authentic Listening Proficiency-Based Methods.**

Center for Applied Linguistics, Washington, D.C. Spons Agency—Office of International Education (ED), Washington, DC.

Pub Date—93  
Note—287p.

Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC12 Plus Postage.**

Descriptors—Advanced Courses, Athletics, Competency Based Education, Culture, Czech, Economic Change, Environment, Health, Information Dissemination, Language Proficiency, Listening Skills, News Reporting, Politics, Sciences, Skill Development, Social Change, Technology, Uncommonly Taught Languages, Workbook.

Identifiers—Authentic Materials

The set of materials for development of listening skills in Czech is designed for students with advanced language proficiency and is intended to be used with cassette tapes (not included here) to supplement other instructional materials. It consists of 20 units grouped into 2 levels (advanced and advanced plus). At each level there are 10 units, each based on a specific topic, including: announcements; culture; economic change; environment; health; politics; news; science and technology; society in transition; and sports. The unit contains exercises based on the tapes of authentic Czech listening materials. An introductory section gives the student background information on listening skills and habits and describes briefly a number of strategies emphasized in the exercises, including predicting, recognizing cognates, identifying grammar and discourse markers, categorizing, listening for specific information, guessing at unfamiliar words in context, repetition, and summarizing. Answer keys for the units are appended. (MSE)

#### ED 359 783 FL 021 264

*Meehan, Teresa M., Ed. Schwenker, Scott A., Ed.*  
**University of New Mexico Working Papers in Linguistics, Volume 1.**

New Mexico Univ., Albuquerque.  
Pub Date—93

Note—102p.

Pub Type—Collected Works - General (020)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Child Language, Geographic Distribution, Grammar, Interpersonal Communication, Japanese, Language Patterns, Language Research, Language Styles, Language Universals, Language Variation, Linguistic Theory, Phonology, Pronouns, Semantics, Sex Differences, Sociocultural Patterns, Sociolinguistics, Spanish Speaking

Identifiers—Binding Theory, Geolinguistics, Reflexives, United States (Southwest)

This volume contains working papers on a variety of topics in linguistics. They include: "A View of Phonology from a Cognitive and Functional Perspective" (Joan Bybee); "The Geography of Language Shift: Distance from the Mexican Border and

Spanish Language Claiming in the Southwestern United States" (Garland D. Bills, Eduardo Hernandez-Chavez, Alan Hudson); "Rethinking the 'Power Semantic': Alternatives for the Analysis and Interpretation of Non-Reciprocal T/V Address" (Scott Schwenker); "Prototype Theory in Language and Cognition" (Patricia Escarraz); "Sociolinguistic Competence in Context: The Formality Factor" (Robin Dale Zuskin); "Male/Female Speech Patterns: Singularity versus Diversity" (Anne Wiltshire); "Supplementing the Binding Theory: On the Question of Proper Binding" (Hector A. Torres); "Some Considerations of the Use of Indices with Pronouns and Wh- Traces" (Carolyn Kennedy); "Toward a Better Understanding of Universal Grammar: Evidence from Child Language" (Teresa M. Meehan); and "Re-Examination of the Notion of Proper Binding: The Interpretation of Reflexives in Japanese" (Teruo Ueno). (MSE)

#### ED 359 784 FL 021 265

**Notes on Linguistics, 1990.**

Summer Inst. of Linguistics, Dallas, Tex.

Report No.—ISSN-0736-0673

Pub Date—90

Note—267p.

Available from—Bookstore, ILC, 7500 West Camp Wisdom Rd., Dallas, TX 75236 (\$2.25 per issue; microfiche: members, \$1.60 plus postage and handling; non-members, \$2 plus postage and handling).

Journal Cit—Notes on Linguistics; n48-51 Feb-Nov 1990

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—American Indian Languages, Bibliographies, Book Reviews, Case Studies, Chinese, Computational Linguistics, Dictionaries, Editing, Indo European Languages, Language Research, Linguistic Theory, Phonology, Second Language Learning, Sociolinguistics, Technical Writing, Uncommonly Taught Languages, Verbs Identifiers—Causatives (Grammar), Microsoft Word, Predicate Grammar

This document consists of the four issues of "Notes on Linguistics" published during 1990. Articles in the four issues include: "The Indians Do Say Ugh-Ugh" (Howard W. Law); "Constraints of Relevance, A Key to Particle Typology" (Regina Blass); "Whatever Happened to Me? (An Objective Case Study)" (Aretta Loving); "Stop Me and Buy One (For \$5...)" (Tony Naden); "Editing the Shipibo Dictionary According to Merriam Webster Style" (Dwight Day); "The Relationships Between Predicates" (Ursula Wiesemann); "Computing in Linguistics: Using Tables in Microsoft Word" (Bryan L. Harmelink); "An Appeal for Examples to Guide CADA Development" (David J. Weber); "Idiom Discovery Procedures" (Darryl Wilson); "Readable Technical Paragraphs" (Charles Peck); "A Typology of Causatives, Pragmatically Speaking" (Nancy Bishop); "Using FIESTA to Find the Context for Words in a List" (Eugene Loos, Dan Tutton); "Instead of the Cult of Personality" (Derek Bickerton); "Another Language Learning Course" (Harriet Hill); "Using Bookmarks as Cross References in Word" (Bryan Harmelink); "Computer Training at SIL Schools" (Geoffrey Hunt); "Using SHOEBOX in a Linguistic Field Methods Course" (Ginger Boyd); "Primer Formatting with Microsoft Word" (Bryan Harmelink); "How to Compile and Edit a Bibliography" (Alan C. Wares); and "Researching Quote Styles" (Ursula Wiesemann). (LB)

#### ED 359 785 FL 021 266

*Cernik, Jiri*  
**Czech Grammar.**

Foreign Service (Dept. of State), Washington, D.C.

Foreign Service Inst.

Pub Date—92

Note—200p.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Adjectives, Adverbs, Alphabets, Capitalization (Alphabetic), Consonants, Czech, Grammar, Language Patterns, Nouns, Numbers, Phonology, Pronouns, Pronunciation, Second Language Learning, Standard Spoken Usage, Syllables, Syntax, Uncommonly Taught Languages, Verbs, Vocabulary, Vowels, Written Language Identifiers—Diphthongs, Interjections (Grammar)

The grammar is designed to be used as a reference for addressing structural problems in Czech. The guide is organized into 11 chapters. The first describes the pronunciation of written Czech and explains spelling conventions. Aspects of the language

covered here include the alphabet, arrangement of words in the dictionary, vowels, diphthongs, consonants, syllables, word pronunciation, and capitalization of words. The subsequent seven chapters explain major grammatical features and processes related to: nouns; pronouns; adjectives; numerals; verbs; adverbs; and prepositions. The ninth chapter discusses interjections, and the tenth provides notes on syntax. The final chapter gives a somewhat detailed account of colloquial usage, including aspects of pronunciation, grammar, and vocabulary. (MSE)

#### ED 359 786 FL 021 273

*Singleton, D. M., Ed. Little, D. G., Ed.*

**Language Learning in Formal and Informal Contexts. Proceedings of a Joint Seminar of the Irish and British Associations for Applied Linguistics (Dublin, Ireland, September 11-13, 1994).**

Irish Association for Applied Linguistics, Dublin. Report No.—ISBN-0-9509132-1-9

Pub Date—84

Note—207p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Adult Learning, Applied Linguistics, Bilingualism, Children, Classroom Communication, Classroom Techniques, Communicative Competence (Languages), Educational Environment, Elementary Education, Foreign Countries, German, Grammar, Higher Education, Independent Study, Instructional Materials, Irish, Language Styles, Language Tests, Language Variation, Learning Motivation, Learning Theories, Linguistic Theory, Material Development, Reading, Second Language Instruction, Second Language Learning, Second Languages, Small Group Instruction, Testing, Uncommonly Taught Languages, Verbs

A number of issues of central importance to understanding the nature of language, its acquisition and use were considered at a seminar on language learning. Papers delivered at the seminar are as follows: "Why Don't Learners Learn What Teachers Teach? The Interaction Hypothesis" (Dick Allwright); "The Role of Instruction in Second Language Acquisition" (Rod Ellis); "The Development of the Verb Phrase in a Bilingual Child" (Annick de Houwer); "What Has the Learner Learned? Proficiency Testing in a Communicative Perspective" (Allan Emmett); "Learning Languages Through Various Media" (Sabine Jones); "Bilingualism and Lexical Innovation" (Appie Kennedy-Jonker); "Learning German Without a Teacher: A Self-Instructional Programme for Undergraduate Students of Engineering Science" (David Little, Aedam Grant); "Motivation and Perseverance in Foreign Language Learning" (Lubasa N'ti Nseendi); "Foreigner Register" (Rose MacLaren, David Singleton); "Bridging the Formal and Informal Fields of Irish Language Learning at Primary Level" (Sinead Norton); "Interaction Between Learner and Learning Environment: Issues in the Development of Learning Materials for Adult Learners of Irish" (Helen O'Murchu); "The Acquisition of Relative Clauses in a Formal and in an Informal Setting: Further Evidence in Support of the Markedness Hypothesis" (Maria Pavesi); "Patterns of Reading in L1 and L2" (Nancy Sanguinetti de Serrano); "Stimulating Interaction in the Foreign Language Classroom Through Conversation in Small Groups of Learners" (Anna Trosborg); and "Stop the Monitor I Want To Get Off: or Looking for a Way Forward in Language Teaching" (Carol Wallace, Jane Macaskie). (MSE)

#### ED 359 787 FL 021 282

*Cazabon, Mary And Others*  
**Two-Way Bilingual Education: A Progress Report on the Amigos Program. Research Report: 7.**

National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—R117G10022

Note—38p.

Available from—Dissemination Coordinator, National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Bilingual Education Programs, Cultural Pluralism, Elementary Education, Elementary School Students, English (Second Language), Interpersonal Rela-

tionship. \*Limited English Speaking, Mathematics Instruction, Parent Attitudes, Program Descriptions, Program Effectiveness, Program Evaluation, Self Esteem, Self Evaluation (Individuals), Spanish, Student Attitudes, Teacher Attitudes

Identifiers—\*Amigos Program MA, Cambridge Public Schools MA, \*Two Way Bilingual Education

The progress report on the Amigos two-way bilingual education program in the Cambridge (Massachusetts) public schools describes: research on the achievement in mathematics, Spanish, and English of Amigos students and students in control/comparison groups; data gathered on students' and parents' attitudes toward bilingualism and biculturalism; student's self-assessments of academic competence and self-esteem; teachers' judgments of students' academic competence and self-esteem; and social-interactional patterns among Amigos students from different ethnic backgrounds. Features and policies of the program are described in a discussion of the results. It was concluded that Spanish and English language skills had improved steadily in participants of the Amigos, transitional bilingual, and standard English-only programs, but that Amigos students had not suffered any academic loss in mathematics or English despite having only half their instruction in English. By grade 3, Amigos students developed classroom friendships independent of race or ethnicity. While English-Amigos and English controls had favorable views of bilingualism, the Spanish-Amigos were most favorable. Spanish-Amigos also rated themselves highest in personal satisfaction. A tabulation of survey responses and a brief bibliography are appended. (MSE)

ED 359 788 FL 021 317

Grosse, Christine Uber And Others

Testing the Limits of Proficiency: The ACTFL OPI and FL Departments.

Pub Date—Nov 92

Note—31p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (26th, Rosemont, IL, November 20-22, 1992).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Second Language Programs, College Seniors, Curriculum Development, Degree Requirements, Departments, French, German, Higher Education, Italian, Japanese, \*Language Proficiency, \*Language Tests, \*Majors (Students), \*Rating Scales, Russian, Second Language Instruction, Spanish, Testing, \*Test Use

Identifiers—\*ACTFL Oral Proficiency Interview

A study investigated: (1) the average language proficiency level as determined by the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) attained by 271 college seniors majoring in 6 languages (Spanish, French, Russian, German, Japanese, Italian); (2) current and projected uses of the ACTFL OPI by college foreign language departments; and (3) implications for teaching, testing, and curriculum development. Data for the first question were obtained from a national survey of certified OPI testers. Results showed the average rating to be advanced (2 on the ACTFL rating scale). Data for the second research issue were taken from the same survey, and revealed that the most common uses for the OPI were as a departmental requirement or an option for undergraduate language majors. In addition, in some departments specific OPI ratings are required for undergraduates, graduate students, and teaching majors. Additional uses of the test were for teaching assistant training, setting curricular objectives, goal-setting for majors, ongoing progress assessment, departmental evaluation of instructional success, faculty research, training faculty to assess oral proficiency, and incorporation of test elements into instruction. Respondents felt demand for the OPI has increased in recent years. Over half had future plans for OPI use. In regard to the third issue, the results of this study indicated that departments can set realistic curricular goals for undergraduate and graduate majors, and state departments of education may develop oral proficiency requirements for teachers seeking certification in FLs. However, research documents the critical need for effective language teacher education that takes teachers' belief systems into consideration and ends confusion over what constitutes communicative language teaching. Rec-

ommendations for instructional development are offered. (MSE)

ED 359 789 FL 021 320

Wolfram, Walt

The Sociolinguistic Model in Speech and Language Pathology.

Pub Date—Sep 92

Note—34p.; Keynote address presented at the International Conference on Inter-Disciplinary Perspectives in Speech and Language Pathology (Dublin, Ireland, September 1992).

Pub Type—Reports - Evaluative (142)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Dialects, \*Communication Disorders, \*Cultural Awareness, Dialects, Elementary School Students, Interdisciplinary Approach, Intermediate Grades, \*Language Research, \*Language Variation, Linguistic Theory, Professional Education, Sociolinguistics, \*Speech Pathology

A discussion of the role of sociolinguistics in the treatment of communication disorders focuses on issues related to dialect and language variation. It begins with an examination of linguistic diversity and dynamic description of language, reporting on a study of speech and language pathologists' judgments of sentences in African American Vernacular English. The sociolinguistic model of systematic variation within a single language is outlined, and related research is reviewed. Three trends in the field of communication disorders that reflect an underlying sociolinguistic perspective are examined: (1) concern over remediation models that fragment language behaviors in a way that does not reflect real language usage; (2) focus on language function rather than form; and (3) concern for generalization of therapy-based learning to real-world usage. A rationale for sociolinguistic education for specialists in communication disorders is presented. An experimental curriculum in exploring language variation and dialects, designed for grades 4 and 5, is then described. (Contains 84 references.) (MSE)

ED 359 790 FL 021 331

Wolfram, Walt

On the Sociolinguistic Significance of Obscure Dialect Structures: The NP[*i*] "call" NP[*i*] Ving Construction in African American Vernacular English.

Pub Date—Dec 92

Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Dialects, \*Dialects, Grammar, \*Language Patterns, \*Language Variation, Phrase Structure, Sentence Structure, \*Sociocultural Patterns, Sociolinguistics, Structural Analysis (Linguistics)

Identifiers—\*African Americans

A construction occurring in African American Vernacular English (AAVE) is examined: NP[*i*] "call" NP[*i*] V-ing, as in "the woman call herself working." First, a number of reasons that such a form might be overlooked or dismissed as an AAVE dialect form are outlined. Then the sociolinguistic method is applied to the construction to analyze its syntactic context and distribution, semantic-pragmatic function, and status as a form AAVE. It is concluded that the construction is a camouflaged form somewhat different from classic cases of camouflaging, and that its syntactic similarity disguises its semantic uniqueness. Lack of stigmatization is also seen as contributing to the camouflaging. A 23-item bibliography and the questionnaire used to elicit information on the construction's use are appended. (MSE)

ED 359 791 FL 021 335

Fallon, Gerald Morse, Marie

Le Francais a l'elementaire: Guide pedagogique, premier cycle. Francais - langue maternelle (Elementary School French: Teaching Guide, First Cycle. French - Native Language).

Alberta Dept. of Education, Edmonton. Language Services Branch.

Report No.—ISBN-0-920794-87-4

Pub Date—87

Note—366p.; For the second cycle (Grades 4-6), see FL 021 336.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Classroom Techniques, \*Communicative Competence (Languages), Course Content,

Curriculum Development, Foreign Countries, \*French, French Canadians, Grade 1, Grade 2, Grade 3, \*Native Language Instruction, \*Notional Functional Syllabi, Primary Education

Identifiers—\*Alberta, Francophone Education (Canada)

The Alberta (Canada) teaching guide for French native language instruction in the early elementary school years (grades 1-3) is intended as a resource for classroom teachers. Its objective is to help teachers integrate notional content and meaningful communicative activities, both oral and written. Introductory sections discuss the guiding principles behind the approach, including the nature of communicative activities, the teacher's role, and the student's role, and the notion of linguistic competence. The next section examines in some detail the cognitive aspects of the development of specific communicative language skills in elementary school children. Three subsequent sections contain strategies and classroom techniques for teaching written language skills (reading, writing, grammatical and dictionary orthography). Another section proposes a procedure for designing a curriculum that integrates development of linguistic competence with communicative activities. The guide concludes with a series of sample lessons. (MSE)

ED 359 792 FL 021 336

Fallon, Gerald Morse, Marie

Le Francais a l'elementaire: Guide pedagogique, deuxieme cycle. Francais - langue maternelle (Elementary School French: Teaching Guide, Second Cycle. French - Native Language).

Alberta Dept. of Education, Edmonton. Language Services Branch.

Report No.—ISBN-0-920794-98-X

Pub Date—88

Note—277p.; For the first cycle (Grades 1-3), see FL 021 335.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Classroom Techniques, \*Communicative Competence (Languages), Course Content, Curriculum Development, Foreign Countries, \*French, French Canadians, Grade 4, Grade 5, Grade 6, Intermediate Grades, \*Native Language Instruction, \*Notional Functional Syllabi

Identifiers—\*Alberta, Francophone Education (Canada)

The Alberta (Canada) teaching guide for French native language instruction in the later elementary school years (grades 4-6) is intended as a resource for classroom teachers. Its objective is to help teachers integrate notional content and meaningful communicative activities, both oral and written. Introductory sections discuss the guiding principles behind the approach, including the nature of communicative activities, the teacher's role, and the student's role, and the notion of linguistic competence. The next section examines in some detail the cognitive aspects of the development of specific communicative language skills in elementary school children. Three subsequent sections contain strategies and classroom techniques for teaching written language skills (reading, writing, grammatical and dictionary orthography). Another section proposes a procedure for designing a curriculum that integrates development of linguistic competence with communicative activities. The guide concludes with a series of sample lessons. (MSE)

ED 359 793 FL 021 337

Shoho, Alan R.

Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii?

Pub Date—93

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

Pub Type—Reports - Evaluative (142)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Acculturation, \*Asian Americans, Case Studies, Educational Attitudes, Educational History, Elementary Secondary Education, Ethnicity, \*Immigrants, \*Japanese, \*Language of Instruction, Native Language Instruction, Oral History, Personal Narratives, \*School Role, Self Esteem, United States History

Identifiers—\*Hawaii

A study examined the experiences of 60 Japanese immigrants to Hawaii (Niseis), aged 61-80, who at-



tended Japanese-language schools as children. Using a case study oral history approach, the study gathered oral testimonies through semi-structured interviews. Historical documents were also used as primary sources of information about the schools. Based on analysis of the responses and related data, it is concluded that the Japanese-language schools aided rather than hindered Americanization of this group, by providing a safe haven for instruction in areas not provided by the public schools. In addition to language instruction, students were exposed to character education that stressed values consistent with American norms while positively influencing ethnic identity and self-esteem. The schools also helped Nisei act as translators and transmitters of American culture to their parents, alleviating parent-child and parent-public misunderstandings common in immigration situations. It was discovered that public school authorities did not share in the public distrust of Japanese-language schools, and that the public opinion of the schools was unwarranted. It is proposed that the educational utility of the participants' experiences is illustrated in the high performance of Japanese-American combat units in World War II. (MSE)

ED 359 794

FL 021 339

Bloom, Lois

Language Development from Two to Three.

Report No.—ISBN-0-521-43583-8

Pub Date—91

Note—523p

Available from—Cambridge University Press, 40 W. 20th St., New York, NY 10011-4211.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—\*Child Language, Discourse Analysis, Imitation, \*Language Acquisition, Language Research, \*Language Role, Linguistic Theory, Negative Forms (Language), \*Sentence Structure, \*Syntax, \*Toddlers, Verbs

Identifiers—\*Wh Questions

A group of studies on child language development between ages 2 and 3 is presented. The studies, originally published between 1970 and 1989, are the result of a longitudinal research program. An introductory section describes the contents, offers background information on several different perspectives (developmental, learnability, cross-cultural) in language acquisition research, and outlines some conceptual themes (meaning in child language, context and child language, cognition and child language, individual differences, centrality of verbs) appearing in the studies. The first group of papers consists of studies of simple sentences and includes the acquisition of constituent structure and meaning relations and three kinds of complexity in simple sentences: negation, verb inflection, and wh-questions. The second section consists of the studies of complex sentences, including acquisition of syntactic connectives and clausal meaning relations, complementation, and complex sentences that express causality. The two papers in the third section pertain to process and interaction in language development. One is a study of role imitation in learning words and constituent structure; the other is a study of contingency in discourse. Four of the children studied appear in all the studies, and six others appear in one or two studies. (MSE)

ED 359 795

FL 021 340

Berube, Barney

Data Collection Report on Language Minority

Children.

Maine State Dept. of Education, Augusta. Bureau of Administrative Services.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Oct 92

Note—115p; Also sponsored by the Concerned Citizens about Minority Education in Maine. For an earlier report, see ED 324 925.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, \*Bilingual Education, Children, Elementary School Students, Elementary Secondary Education, \*Enrollment, Federal Aid, Federal Programs, Identification, \*Limited English Speaking, \*Minority Groups, Private Schools, Public Schools, School Districts, Secondary School Students, State Surveys, \*Student Characteristics

Identifiers—\*Language Minorities

Data on language minority children and related services in Maine are presented in tables, charts,

and graphs, without narration. Data are presented in these forms: numbers of language minority and limited-English-proficient (LEP) children in public schools (by school district) and non-public schools (by school); additional characteristics of language minority and LEP children, including time in United States, refugee status, receiving supplemental instruction or not, retained in same grade in 1990, referred and/or placed in special education, dropped out, enrolled in vocational education, enrolled in Chapter 1 programs (Elementary Secondary Education Act); support services for LEP children beyond the regular classroom, including bilingual education, English-as-a-Second-Language (ESL) instruction, ESL in lieu of English language arts, ESL pullout, ESL tutoring, ESL after school, summer school ESL, adult education ESL, and sheltered English; methods of identifying LEP children; local public and private costs of LEP children's support services, by service; native languages spoken; trends in bilingual and language minority enrollments since 1985-86; districts with high concentrations of language minority enrollment; enrollment patterns in districts with low-incidence language minority enrollment; patterns in Title VII funded projects; and language minority performance on the Maine Educational Assessment, 1988-92. (MSE)

ED 359 796

FL 021 342

H.R. 1685, Defense Language Institute Foreign

Language Center. Hearing before the Investigations

Subcommittee of the Committee on Armed

Services, House of Representatives, One Hundred

Second Congress, Second Session (May 27,

1992).

Congress of the U.S., Washington, D.C. House

Committee on Armed Services.

Report No.—HASC-102-66; ISBN-0-16-040171-2

Pub Date—93

Note—64p.

Available from—U.S. Government Printing Office,

Superintendent of Documents, Congressional

Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials

(090)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Armed Forces, \*Federal Legislation,

\*Federal Programs, Language Teachers, \*Personnel

Management, Personnel Policy, Policy Formation,

\*Second Language Programs

Identifiers—\*Civilian Personnel, \*Defense Language

Institute

The text of a bill to provide a statutory charter for the Defense Language Institute Foreign Language Center and to establish a personnel system for civilian faculty, and the text of hearings on that legislation, are presented. The statements of the following individuals are included: Nicholas Mavroules, chairman of the Investigations Subcommittee of the House Committee on Armed Services; George Darden, representative from Georgia; Leon E. Panetta, representative from California; Ray Clifford, provost of the Defense Language Institute (California); Alfie Khalil, president of Local 1263 of the National Federation of Federal Employees; Christopher Jehn, Department of Defense; and William D. Clark, Department of the Army. (MSE)

ED 359 797

FL 021 344

Towell, Janet Wink, Joan

Strategies for Monolingual Teachers in Multilingual

Classrooms.

Pub Date—Jun 93

Note—15p.

Pub Type—Guides—Classroom—Teacher (052)—

Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, Class-

room Techniques, \*Cultural Pluralism, Dramatics,

Elementary Secondary Education, English (Second

Language), \*Intercultural Communication,

\*Limited English Speaking, \*Monolingualism,

Multilingualism, Realia, Second Language

Instruction, Social Integration, \*Teacher Education

Curriculum, \*Teaching Methods, Team

Teaching

Identifiers—Content Area Teaching, Diversity

(Student), Sheltered English, Total Physical Response

A group of instructional strategies for monolingual teachers to use with elementary and secondary school students with limited English skills are described. The strategies are drawn from a teacher education curriculum focusing on this issue. All are based on the notion that monolingual and bilingual

teachers can team teach to break down linguistic and cultural barriers in the classroom. All were also experienced by monolingual and bilingual teaching credential students in the course of a demonstration. They include the Total Physical Response technique, sheltered subject matter teaching, use of comprehensible input, efforts to lower the affective filter of students, use of realia, dramatization of a story, and monolingual-bilingual team teaching for primary language instruction. Some useful student reading materials and teacher resources are noted. Contains 20 references. (MSE)

ED 359 798

FL 021 345

O'Dowd, Elizabeth

Pragmatics and Morphosyntactic Acquisition: A

Case Study.

Pub Date—Apr 91

Note—17p; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (5th, Champaign, IL, April 1991).

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Students, Case Studies, \*English

(Second Language), Error Analysis (Language),

Females, \*Language Patterns, Language Research,

\*Linguistic Theory, \*Morphology (Languages),

\*Pragmatics, Second Language Learning, \*Syntax, Task Analysis

According to the linguistic theory of "natural order," eight English morphemes have been ranked in an invariant order of difficulty for learners of English as a Second Language (ESL). Pedagogical implications of this theory have led to the "natural approach" as a comprehensive second language teaching methodology. A case study that suggests the natural order theory has limited predictiveness, because it does not consider the pragmatic salience of these morphemes in different discourse contexts, is presented. Subjects were five native Arabic-speaking adult women at an intermediate level of ESL study. In a speaking task involving extended turns, the subjects' patterns of error for the eight were analyzed. Results indicate an order of relative morpheme difficulty suggesting that pragmatic salience comprises a balance of at least four features: frequency; form-function transparency; conspicuity; and usefulness. The implication for ESL instruction is that to make teaching effective, language instructors must consider the specific, different learning tasks involved in the different kinds of discourse to which the student is exposed. (Author/MSE)

ED 359 799

FL 021 346

Mir, Montserrat

Direct Requests Can Also Be Polite.

Pub Date—Apr 93

Note—22p; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (7th, Champaign, IL, April 1-3, 1993).

Pub Type—Reports—Research (143)—Speeches/

Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, College Students,

Comparative Analysis, Cultural Differences, English

(Second Language), Higher Education, Immigrants,

\*Interpersonal Communication, Language Research,

Limited English Speaking, Native Speakers,

\*Pragmatics, Questionnaires, \*Second Languages,

\*Social Behavior, \*Spanish Speaking

Identifiers—\*Politeness, \*Requests

A study investigated politeness indicators in the speech of three groups of university students: 37 native Spanish speakers, in Spain; 34 American students; and 33 native Spanish-speakers learning English as a Second Language (ESL) in Spain. Subjects responded to a questionnaire that outlined 24 situations combining 2 contextual variables: 2 degrees of social distance or familiarity, and 3 degrees of social dominance of interlocutors; each of the 6 variable combinations was represented in 4 situations. Subjects were asked what they would say in each situation. The first subject group was given the questionnaire in Spanish; the others were given an English version. Responses were analyzed for lexical forms that served as mitigators in direct requests, including frequency, type of strategy used, and inclusion of the hearer in the request statement. Results do not support the traditional assumption that directness and politeness are incompatible. In particular, the data on Spanish-speakers were characterized by patterns including the hearer in the

interaction and considering his needs. Native English-speakers were, in general, more impersonal. The type of politeness encountered in the Spanish sample exemplified "positive politeness." A brief bibliography is included. (MSE)

**ED 359 800** FL 021 347

Jones, Gary M., Ed. Ozog, A. Conrad K., Ed.

**Bilingualism and National Development.**

Report No.—ISSN-0143-4632

Pub Date—93

Note—172p.; Selected papers from the Bilingualism and National Development conference (Bandar Seri Begawan, Brunei Darussalam, December 9-12, 1991).

Available from—Multilingual Matters, Ltd., Frankfurt Lodge, Clevedon Hall, Victoria Road, Clevedon, Avon BS21 7SJ, United Kingdom.

Journal Cit—Journal of Multilingual and Multicultural Development; v14 n1-2 spec iss 1993

Pub Type—Collected Works - Serials (022)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, \*Bilingualism, Case Studies, \*Developing Nations, \*Economic Development, Elementary Secondary Education, \*English (Second Language), Foreign Countries, Language Maintenance, Language Planning, \*Language Role, Languages for Special Purposes, Models, Multilingualism, Policy Formation, Program Design, \*Public Policy, Second Language Programs

Identifiers—Brunei, Malaysia, Nigeria, Singapore. The subject of bilingualism is especially important in Brunei, a country with a multilingual population and a bilingual education policy, and it was felt that an international conference which examined bilingualism and bilingual education in a variety of 'development' contexts would be useful in reviewing and fine tuning of Brunei's already existing policies. Accordingly, the special theme issue of a journal on multilingual issues focuses on the conference theme of the relationship between bilingualism and national economic development. They include: "An Overview of Language and Development" (Andrew Gonzalez); "Implementing Bilingualism: Brunei in Perspective" (John Edwards); "Multilingualism and Bilingual Education in Brunei Darussalam" (Gary Jones, Peter W. Martin, A. Conrad K. Ozog); "Bilingualism and National Development in Malaysia" (Ozog); "Two Tongue Tied: Bilingualism in Singapore" (Anne Pakir); "How Not To Embark on a Bilingual Education Policy in a Developing Nation: The Case of Nigeria" (J. A. Oladejo); "European Models of Bilingual Education: Practice, Theory, and Development" (Hugo Baetens Beardsmore); "Fostering Bilingualism and National Development through School Second Language Study" (Richard B. Baldauf, Jr.); "Planning English Language Acquisition in ESL and EFL Societies: Development and Maintenance of Languages and Cultures" (Bjorn H. Jernudd); and "The Hegemony of English in Science and Technology" (Robert B. Kaplan). (MSE)

**ED 359 801** FL 021 348

Liddicoat, Anthony, Ed.

**Language Planning and Language Policy in Australia.**

Applied Linguistics Association of Australia, Clayton.

Report No.—ISSN-0817-9514

Pub Date—91

Note—230p.

Available from—Monash University, Department of Linguistics, Clayton, Victoria 3168, Australia.

Journal Cit—Australian Review of Applied Linguistics; Series S n8 1991

Pub Type—Collected Works - Serials (022)

**Document Not Available from EDRS.**

Descriptors—Applied Linguistics, \*Bilingual Education, Deafness, Educational Demand, Foreign Countries, Indigenous Populations, Interpreters, \*Language Attitudes, \*Language Planning, Language Research, \*Language Role, Languages, Linguistic Theory, Literacy, Lobbying, Organizations (Groups), Politics of Education, \*Public Policy, \*Second Language Programs, Sign Language, Tourism, Translation

Identifiers—\*Australia, National Languages Institute (Australia)

A five-year period of particular activity in Australian language policy and language planning culminated with the 1991 publication of the White Paper called Australia's Language, which outlines proposed government programs in languages until 1994. Many of the papers in this theme issue of the journal of the Applied Linguistics Association of

Australia are concerned with the impact of the White Paper on various areas of Australian language planning and policy. They include: "Australian Language Policies: Are We Going Backwards?" (Michael Clyne); "A Review of Some of the Achievements of the National Policy on Languages" (Joseph Lo Bianco); "The Green Paper on Language and Literacy: An Overview and an Assessment" (Roland Sussex); "The Role of the National Languages Institute of Australia in the Development and Implementation of Language Policy in Australia" (Susan Fullager, Anthony Liddicoat); "Language Policies, Language Attitudes and Acquisition Planning: Implications for National Policy on Languages" (Pauline Djite, Belinda A. Monro); "Client Demand, Policy Research and Lobbying: Major Sources of Languages Administrative Policies in NSW 1980-86" (Kerrie Croft, R. J. S. MacPherson); "Yesterday's Experts: The Bureaucratic Impact on Language Planning for Aboriginal Bilingual Education" (Bruce A. Sommer); "Language and Identity in the Australian Deaf Community: Australian Sign Language and Language Policy. An Issue of Social Justice" (Jan Branson, Don Miller); "Language Policy in Interpreting and Translating" (Uldis Ozolins); and "Language Planning and Language Management for Tourism Shopping Situations" (Helen E. Marriott). (MSE)

**ED 359 802** FL 021 349

Barnes, Mary Ellen, And Others

**A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design.**

Pub Date—[93]

Note—48p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Language (San Francisco, CA, March 1990).

Pub Type—Tests/Questionnaires (160) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Techniques, Cognitive Processes, College Students, \*Computer Assisted Instruction, \*English (Second Language), \*Essays, Higher Education, \*Metacognition, Second Language Instruction, Student Evaluation, \*Writing Instruction

Identifiers—University of Southern California

A lesson in essay planning designed for college and graduate students of English as a Second Language is described. The intended audience is a group with varied linguistic backgrounds and levels of English proficiency. The lesson's objective is to develop metacognitive skills for planning well-organized essays. A computer program using graphics, pull-down menus, and color coding was created to direct students' planning events, and the actual writing is done with paper and pencil. This lesson is designed for use early in the writing course, before the first essay is written, to make the writing process more efficient. Criteria used for evaluating the instructional design, lesson content, and technical quality of the program are outlined. Specific instructional components incorporated into the lesson are also described. These include: gaining attention; informing the learner of the lesson objective; communicating the function and utility of the strategy; communicating the context in which the strategy will be used; confirming or teaching subordinate skills; describing and demonstrating the planning task strategy and providing varied practice with novel problems; eliciting unprompted performance; providing informative feedback; assessing performance; and enhancing retention and transfer. Student and instructor questionnaires and some screen designs are appended. (MSE)

**ED 359 803** FL 021 350

Portin, Gail Joyce

**Chinese Students and Questioning Skills in American Graduate Level Classrooms.**

Pub Date—May 93

Note—125p.; Masters Thesis, Biola University.

Pub Type—Reports - Research (143) — Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Classification, \*Classroom Communication, Cultural Differences, \*English (Second Language), \*Foreign Students, Graduate Students, \*Graduate Study, Higher Education, \*Language Patterns, Language Research, Linguistic Theory, Pragmatics, \*Questioning Techniques, Skill Development, Sociolinguistics, Teacher Attitudes

Identifiers—\*Chinese People

A study investigating difficulties encountered by Chinese graduate students in asking questions in the American classroom, and suggested solutions, are presented. An introductory section describes features of the Chinese educational system, focusing on attitudes toward questioning. The first chapter offers sociolinguistic and pragmatic perspectives on classroom questioning, looking at aspects of the classroom environment that affect student questioning practice. The second chapter discusses categories of questions according to their linguistic form, type and function, and cognitive and affective domains. Chapter 3 reports on a survey of 43 professors from 18 varied academic departments, investigating the kinds of questions professors prefer, their perceived contribution to subject-matter learning, and the impact of questions on classroom atmosphere. In Chapter 4, a pedagogy for teaching non-native English-speaking students how to ask questions in American classrooms is outlined. This chapter includes a sample lesson, additional suggestions for lessons related to specific domain or level of questioning, and suggestions for activities related to asking questions and development of classroom community. Appended materials include students' comments on their oral abilities, academic needs (by major field and academic level), notes on cognitive and affective domain questions, and forms pertaining to the faculty survey and sample lesson. Contains 81 references. (MSE)

**ED 359 804** FL 021 351

Augustin, Marc

**Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7, Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report.**

New York City Board of Education, Brooklyn, NY.

Office of Research, Evaluation, and Assessment. Pub Date—7 Jul 92

Note—15p.

Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston St., Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Admission Criteria, \*Architectural Education, Attendance Patterns, Behavioral Objectives, \*Bilingual Education, Curriculum Development, Dropout Prevention, Educational Objectives, Elementary Education, Elementary School Students, \*English (Second Language), Enrollment, Mainstreaming, \*Mathematics Instruction, \*Native Language Instruction, Parent Participation, Program Design, Program Evaluation, Research Methodology, Spanish Speaking, Staff Development, Staff Utilization, Student Characteristics, Teachers, Transitional Programs

Identifiers—New York City Board of Education, \*Project BEAM NY

A bilingual education program in two New York City elementary schools is evaluated. The program served 369 students, most of them limited-English-proficient native Spanish-speakers, providing supplementary instructional services in English as a Second Language (ESL), native language arts, and mathematics in the context of architecture. The report summarizes the program's staffing, specific behavioral objectives and results in those content areas, attendance and persistence patterns, student grade retention, services for students with special needs, mainstreaming, staff development, curriculum development, and parental involvement, and includes one brief case study. Notes on methods of data collection and analysis for the evaluation and a list of instructional materials used are appended. (MSE)

**ED 359 805** FL 021 352

Loos, Eugene, Ed.

**Notes on Linguistics, 1991.**

Summer Inst. of Linguistics, Dallas, Tex.

Report No.—ISSN-0736-0673

Pub Date—91

Note—266p.

Journal Cit—Notes on Linguistics; n52-55 Feb-Nov 1991

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Book Reviews, Computational Linguistics, \*Computer Software, Dictionaries, \*Faculty Publishing, Intercultural Communication, Language Research, Linguistics, Linguistic The-

ory, Morphology (Languages), Phonology, \*Pragmatics, Readability, Reference Materials, \*Research Methodology, Scholarly Journals, \*Structural Analysis (Linguistics), Word Processing.

This document consists of the four issues of "Notes on Linguistics" published during 1991. Articles in the four issues include: "Linguistics without Books: A Diary Entry" (John Verhaar); "Writing for Scholarly Publications" (Howard Law); "Will Kofi Understand the White Woman's Dictionary?" (Gillian Hansford); "Tips About 'WORD'" (Bryan Harmelink); "Checklist for Writing Book Reviews" (translated by Dwight Day); "Introduction to Two-Level Phonology" (Evan L. Antworth); "Computing in Linguistics: A Two-Level Processor for Morphological Analysis" (Gary F. Simons); "On Ambiguity: A Diary Entry" (John Verhaar); "Handling Language Data: Excerpts from a Field Manual" (Thomas Payne); "How Pragmatic Is Pragmatics?" (J. Douglas Wingate); "Reanalysis: A Diary Entry" (John Verhaar); and "Readability Revisited" (Charles Peck). Number 54 is devoted to author, title, and keyword indexes of previous issues. (MSE)

ED 359 806 FL 800 415

Hutchings, Meredith

"Projects"—The Link between Literacy and the Real World.

Pub Date—86

Note—20p.; Examples of students' handwritten work may not copy well.

Pub Type—Reports - Descriptive (141) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Literacy, Foreign Countries, Language Proficiency, Language Skills, \*Literacy Education, Material Development, \*Relevance (Education), Second Language Instruction, \*Whole Language Approach, \*Writing Instruction, Writing Skills

Identifiers—\*Self Empowerment

The argument is advanced that many literacy materials, such as basal readers and workbooks, do not allow literacy students to learn to read and write in the daily context in which the skills will be used, and an alternative is described. The limitations of phonics-based materials and the resulting controlled vocabulary of readers and workbooks include students' lack of freedom to choose relevant topics. The whole language approach, referred to as an "apprenticeship" approach to literacy learning, is the basis of a "Projects" kind of learning. The Projects method involves choosing a topic, getting started through brainstorming, asking questions, beginning the research by developing a chart, finding resources, reading and recording the information, re-writing for presentation (revising and editing), and re-writing. The approach is based on both whole language theory and the theory of empowerment. Illustrations of students' work are included. Contains 8 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 807 FL 800 426

Darville, Richard

Teaching Literacy to Second Language Learners.

Pub Date—93

Note—11p.; In: Draper, James A., Taylor, Maurice C., and Goldbrab, Sheila, Eds. Issues in Adult Literacy and Basic Education in Canada. p1-10. Ontario Institute for Studies in Adult Education. For related paper, see ED 343 450.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Literacy, English (Second Language), Foreign Countries, Government Employees, \*Immigrants, \*Job Skills, Language Proficiency, \*Learner Controlled Instruction, \*Limited English Speaking, \*Literacy Education, Oral Language, Second Language Instruction, Unions, Written Language

Identifiers—British Columbia (Vancouver), \*Workplace Literacy

The teaching of literacy, primarily to second language learners, in the Vancouver, British Columbia, Municipal Workplace Language Training Program is examined. The program arose out of reports to the city's Equal Employment Opportunity (EEO) program about language difficulties among workers who couldn't pass tests required for promotion or permanent appointment or workers who had difficulty conveying written/oral messages, legal documents, or job orders. EEO's leeway for

experimentation allowed for the Workplace Language Training program's learner-centered teaching approach and emphasis on open discussion. The teaching is active, based on an understanding of the importance of extended periods of spoken and written language use, and of the interplay of language learning with the experience of immigration. Students are led to useful attitudes and practices and away from self-restrictive ones. Examples of the classroom learner-centered approach are cited, including some from student writing assignments. This program is viewed as a model on collaboration in workplace literacy because the EEO and the Canadian Union of Public Employees have come together as partners with a shared intention to develop a program that can be made available to other employers and employees. Contains 7 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 808 FL 800 443

Street, Brian V.

Literacy, Nationalism, and Assessment. LC Report

89-1.

Columbia Univ., New York, NY. Literacy Center.

Pub Date—89

Note—19p.; Paper first presented at a colloquium sponsored by the Literacy Center at Teachers College, Columbia University (New York, NY, December 1988).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Evaluation, Language Planning, Language Proficiency, \*Language Role, Language Tests, \*Literacy, \*Nationalism, \*Oral Language, Political Influences, Written Language

Identifiers—Theoretical Analysis

"Autonomous" and "ideological" models of literacy are discussed in the context of the literacy-culture-politics relationship. Assumptions underlying literacy, nationalism, assessment, and the links among them are questioned, and approaches to alternative assessment procedures are considered. Arguments about the formation and reproduction of the nation-state proposed by scholars such as Gellner and Anderson are examined and their relationship to theories about literacy are suggested. Two further sets of literacy relations are then described: the relationship between literacy and pedagogy, and the relationship between literacy and orality. It is proposed that the question "Why assess?" can be answered in terms of the analysis of the broader issues involved in the literacy and nationalism debate. The question "How to assess?" is integrally linked to the association between literacy and pedagogy. Finally, the question "What to assess?" depends upon answers to the questions raised by new conceptualizations of the link between orality and literacy. Contains 48 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 809 FL 800 448

Smith, Jeanne H. Ringel, Harry

The Working Experience. Teacher's Manual.

Laubach Literacy International, Syracuse, NY.

Report No.—ISBN-0-88336-968-0

Pub Date—91

Note—92p.; For student books 1, 2, and 3, see FL 800 449.

Available from—New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, NY 13210-0131.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Adult Students, Beginning Reading, Curriculum Guides, \*English (Second Language), Grammar, \*Literacy Education, Oral Language, Reading Instruction, Student Centered Curriculum, Student Experience, \*Teaching Guides, Vocabulary Development, Writing Instruction

A teacher's manual is presented for "The Working Experience," a series of three texts for English-as-a-Second-Language (ESL) students. The series builds on oral skills to develop reading and writing ability while still expanding oral English-language proficiency. Because one of the basic principles underlying the series is the idea that students learn best when the content relates to their daily lives, the words and concepts introduced have immediate importance. The readings and exercises allow students to share learning experiences in a flexible, multilevel format. The series uses as its basic text stories told by other adult ESL students. The three student texts (Books 1, 2, and 3) that comprise "The Working

Experience" contain increasingly difficult readings and exercises that focus on conversation skills, grammatical structure, and vocabulary development. Each lesson ends with an activity to encourage open-ended discussion and written expression. The teacher's manual includes an overview of the series, guidelines for using the language experience and for facilitating reading, and suggestions for teaching each lesson and for using the series in multilevel classrooms. Separate guidelines are provided for Books 1, 2, and 3. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 810 FL 800 449

Smith, Jeanne H. Ringel, Harry

The Working Experience Books 1, 2, and 3.

Laubach Literacy International, Syracuse, NY.

Report No.—ISBN-0-88336-965-6; ISBN-0-

88336-966-4; ISBN-0-88336-967-2

Pub Date—91

Note—221p.; For teacher's manual, see FL 800 448.

Available from—New Readers Press, Publishing Division of Laubach Literacy International, Box 131, Syracuse, NY 13210-0131.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Adult Students, Beginning Reading, Curriculum Guides, \*English (Second Language), Grammar, Language Skills, \*Literacy Education, Oral Language, Reading Instruction, \*Student Centered Curriculum, Student Experience, Vocabulary Development, Writing Instruction

Books 1, 2, and 3 of "The Working Experience," a series of texts for English-as-a-Second-Language (ESL) students, are contained in this document. The series builds on oral skills to develop reading and writing ability while still expanding oral English-language proficiency. Since one of the basic principles underlying the series is the idea that students learn best when the content relates to their daily lives, the words and concepts introduced have immediate importance. The readings and exercises allow students to share learning experiences in a flexible, multilevel format. The series uses as its basic text stories told by other adult ESL students. Storytellers' voices can be clearly heard in such accounts as "New on the Job," "Job Hunting," and "The Working Mother." The three texts contain increasingly difficult readings and exercises that focus on conversation skills, grammatical structure, and vocabulary development. Each lesson ends with an activity to encourage open-ended discussion and written expression. An accompanying teacher's manual includes an overview of the series, guidelines for using the language experience and for facilitating reading, suggestions for teaching each lesson and for using the series in multilevel classrooms. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 811 FL 800 468

Parlato, Salvatore J.

All about English as a Second Language. A Basic

Guide to ESL and Bilingual Education.

Pub Date—91

Note—87p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Bilingual Education, \*English (Second Language), Graduate Study, Literacy Education, Migrants, Professional Associations, Professional Development, Public Agencies, Study Abroad, Travel

Identifiers—Immigration

This manual, a basic guide to the field of English as a Second Language (ESL), including bilingual education (BE), lists nearly 1,000 U.S.-based organizations that service ESL/BE educators. The core of this guide consists of ESL-oriented data in the form of names, addresses, and telephone numbers. Resources are presented in the following categories: ESL and Bilingual Education (principal association, affiliates and related organizations, state Title VII offices and evaluation assistance centers, and multifunctional resource centers); Literacy Organizations; Related Organizations (languages and linguistics, federal agencies, foundations and research centers, special education interpreters and translators); Multicultural Organizations (ethnic societies, embassies); Immigration/Resettlement Agencies (U.S. Immigration and Naturalization Service, migrant services and education, advocacy/-



reform/interest groups); Professional Development Opportunities (graduate education, overseas employers and brokers, travel/study/exchange programs); Publishers (books, periodicals, tests); and Media and Technology Producers (video/films, computer software). A list of postal abbreviations is included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 812** FL 800 481

**Immigrant Voices: Pursuing an American Dream**  
= *Voces de inmigrantes: En busca de un sueño americano.*

Mira Costa Coll., Oceanside, Calif.  
Spons Agency—California State Dept. of Education, Sacramento. Amnesty Education Office.  
Pub Date—[91]

Note—39p.  
Language—English; Spanish  
Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Acculturation, English (Second Language), Hispanic Americans, \*Immigrants, Interviews, Language Proficiency, \*Limited English Speaking, Student Needs  
Identifiers—\*California

Dedicated to the 1.6 million Californians newly legalized under the Immigration Reform and Control Act of 1986, this booklet summarizes interviews with 148 immigrants conducted as part of the Amnesty Education Outreach Project. The interviews included the following topics: why they came, their educational experiences, changes in their lives, their dreams, and opening doors to their dreams. In interviews at educational agencies throughout California, including public adult schools, community-based organizations, and community colleges, groups of six to eight students met with bilingual staff. Most responded in Spanish. This document is comprised of excerpts from those interviews. Of the 148 individuals interviewed, 94 were male and 54 were female. Nearly 50 percent had been attending classes for 1 year or less. Nearly two-thirds were employed, and most stated that they use English outside of class, primarily in work-related settings. More than two-thirds were enrolled only in English-as-a-Second-Language (ESL) and civics classes. Two-thirds had children. Just over half of the children were currently attending school. Students reported needs in several areas: English language skills, finances, child care, transportation, and parking. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 813** FL 800 500

**Ouellette, Bruno**  
**L'analphabétisme chez les Franco-Albertains (II):**  
**literacy among French Speaking Residents of Alberta.**

Alberta Univ., Edmonton.  
Report No.—ISBN-0-88864-764-5  
Pub Date—Oct 90  
Note—180p.

Language—French  
Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Adult Literacy, Foreign Countries, \*French, French Canadians, \*Illiteracy, \*Literacy Education, Questionnaires

Identifiers—\*Alberta, \*Francophone Education (Canada)

Research conducted by the Canadian Institute for Adult Education revealed an alarming degree of illiteracy among francophone adults living in Canada. In the province of Alberta the illiteracy rate was dramatic, with estimates of up to 10,000 adults who were francophone by birth and yet illiterate in French. This report describes the underlying factors influencing the intervention of a literacy project for this population (including demographic, historical, and socioeconomic issues for Franco-Albertans) that was launched in 1989 on the initiative of the Lifelong Education Department of the Faculté Saint-Jean of the University of Alberta. A primary finding was that an adult literacy program should be developed and implemented by fall 1990. The recommendations include specific suggestions for implementing such a program regionally, taking into account the special needs of the aged, youth, and women. They also outline the required human, financial, and material resources needed and offer suggestions for future research. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

R1E DEC 1993

**ED 359 814** FL 800 535

**Weaver, Paul Neufeld And Others**

**Gavin Families. A Report.**

Prairie State Coll., Chicago Heights, Ill.

Pub Date—Sep 91

Note—65p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Community Colleges, \*Community Involvement, Data Collection, \*Demography, Elementary Education, \*Family Characteristics, \*Literacy Education, Needs Assessment, Parent Participation, \*Parent School Relationship, Preschool Education, Surveys

Identifiers—Chicago Heights School District II, Family Literacy, Illinois (Chicago Heights)

The Family Literacy Project at the Dr. Charles E. Gavin School in Chicago Heights, Illinois, brings together a community college adult education program, an early childhood program, and a local school district. This report of the Prairie State College Family Literacy Project assesses the needs for family literacy among the families in the Gavin School neighborhood. Goals were to document the nature of the community, determine the interests and perceived needs of adult family members, empower the community members, and raise awareness in the community of the program and recruit participants. Emphasis was on data collection and this report reflects that focus. The majority of families in the area were found to be African American and Hispanic, to have high rates of high school dropout parents and teenage mothers, to have lived in the area an average of 12 years, and to have relatively low levels of parent involvement in the schools. Parents and teachers differed on types of activities perceived to be needed for parents, with teachers ranking the need for parenting skills highest. Additional demographic data are reported and the survey form and responses are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 815** FL 800 548

**Descriptive Study of the Family English Literacy Program. Final Report.**

Atlantic Resources Corp., Reston, VA.  
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—30 Sep 91

Contract—T289009001

Note—264p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Academic Achievement, \*English (Second Language), \*Family Programs, Federal Legislation, High Risk Students, Limited English Speaking, \*Literacy, \*Literacy Education, Program Descriptions, Questionnaires

Identifiers—\*Family English Literacy

Family English literacy programs are designed to help limited-English-proficient adults and out-of-school youth achieve competence in the English language. The purpose of the study presented here was to provide a thorough description of the 54 Title VII Family English Literacy (FEL) programs funded from 1985 through 1989, including program elements, procedures, and the characteristics that have the potential to enhance the academic achievement of students enrolled in the Title VII instructional program. The study objectives were intended to provide descriptive information on all pertinent aspects of the programs including: instructional methods, cycles, and schedules; program structure and organization; project staff; family participation; curriculum development and materials utilization; recruitment and retention strategies; participant characteristics and program benefits as reported by staff and participants. This study describes the FEL projects developed to meet the new federal policy of helping adults acquire English literacy skills through the family unit. Project data were collected by developing and administering a questionnaire to project directors either through a direct field test, by mail, or through site visits. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

**ED 359 816** FL 800 578

**Roberts, Marie Walton, Teresa**

**Vocational English as a Second Language and Office Skills. Curriculum Guide.**

Fairfax County Public Schools, Falls Church, VA.  
Office of Adult and Community Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—[93]

Contract—V099A90014-89

Note—155p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adult Literacy, Clerical Occupations, \*Job Skills, \*Limited English Speaking, \*Office Occupations Education, Vocational Education, \*Vocational English (Second Language)

Identifiers—\*Workplace Literacy

A 16-week, 600-hour Office Skills Training curriculum for limited English proficient (LEP) adults is presented. The course is divided equally between the vocational training component and the language component. It is recommended that students have an intermediate level of English language proficiency, but no experience in typing or filing is required. The curriculum provides a competency-based approach that identifies minimum performance criteria needed to function in a given situation. Lists of vocational competencies and language competencies are included in this text. An English-speaking aide is recommended for both the vocational and vocational English-as-a-Second-Language (VESL) component. The office skills component focuses on the following four units: keyboarding, filing, using calculators, and using a copier and facsimile machine. The VESL component includes such topics as: introductions and greetings, asking and answering questions, grammar, pronunciation, telephone skills, and safety in the workplace. A resource bibliography for both VESL and office skills is included. Appended are a vocabulary list for office skills, and keyboarding, filing, calculator, and communications handouts. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 817** FL 800 582

**Smith, Glens**

**Using Computers with Bilingual Students.**

Adult Literacy and Basic Skills Unit, London (England).

Report No.—ISSN-0260-5104

Pub Date—92

Note—5p.

Available from—Adjlt Literacy and Basic Skills Unit (ALBSU), Kingsbourne House, 229-231 High Holborn, London WC1V 7DA, England, United Kingdom.

Journal Cit—Adult Literacy and Basic Skills Unit

(ALBSU) Newsletter; n45 insert 1992

Pub Type—Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Bilingual Students, \*Computer Assisted Instruction, \*Computer Software, \*English (Second Language), Foreign Countries, Instructional Materials, Vocational Education

Identifiers—England (Bristol)

Computer applications in working with bilingual students are reviewed in this newsletter. A variety of practical ideas are presented to support teachers in their instruction. They include the following: (1) software to supplement vocational training; e.g., materials that introduce the use of word processing, databases, and spreadsheets in an office environment; (2) supplemental materials for English for Speakers of Other Language (ESOL) students, including instruction in the mechanical skills of handwriting as well as cognitive skills; (3) software that supplements traditional educational programs; and (4) data free programs, which help exploit the student's languages and may use a concept keyboard to extend the possibility for using a student's own language. Some of the software mentioned includes Workbook, Newtown, Context, Allwrite, Multilingual Scholar, and Advanced Folio. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 359 818** FL 800 595

**Van Heerden, Gwyneth And Others**

**Empowering Adults through Literacy Education in South Africa: Activities at the University of Natal at Pietermaritzburg.**

Report No.—ISSN-1016-3435

Pub Date—91

Note—8p.; NU Focus is published by the University of Natal.

Available from—Public Affairs Department, University of Natal, P.O. Box 375, Pietermaritzburg 3200, South Africa.

Journal Cit—NU Focus; v2 n3 p29-37 Win 1991

Pub Type—Journal Articles (080) — Information

Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, \*African Languages, Blacks, \*English (Second Language), Foreign Countries, Illiteracy, Literacy Education, Second Language Instruction, Second Language Learning, Uncommonly Taught Languages

Identifiers—Empowerment, \*South Africa, University of Natal (South Africa), Zulu

Five brief articles from a journal published by the Public Affairs Department of the University of Natal, South Africa, discuss issues related to empowering adults through literacy education in that country. "Meeting Needs" (Gwyneth van Heerden) describes the extent and nature of adult illiteracy in South Africa and the activities of the literacy support service of the Center for Adult Education at the University of Natal. "Read for Life" (Tania Spencer) describes a course aimed at teaching adults how to read and write in Zulu using the learning/experience method. "A Leg to Stand On" (Vis Naidoo) presents the Learn with Echo project, which provides distance basic adult educational material for a black undereducated readership. "Meeting Needs" (Vis Naidoo) describes the goals and philosophy of the Center for Adult Education's Community Development Education and Training Programme. "Off the Shelf" (Tania Spencer) describes a special library established by the University of Natal's Department of Information Studies and Natal Society Library, which is designed to facilitate community and individual empowerment. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

**ED 359 819**

FL 800 602

Andreini, Lorilee

Adult ESL Literacy Education in the United States: Developing a Learner-Centered Approach.

Pub Date—Apr 92

Note—35p.; Master's Thesis, University of Northern Iowa.

Pub Type—Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adult Literacy, Definitions, \*English (Second Language), Immigrants, Language Enrichment, \*Literacy Education, Program Descriptions, \*Student Centered Curriculum, Student Motivation, Student Participation, Teacher Student Relationship, \*Teaching Methods, Trend Analysis, Whole Language Approach

Identifiers—Family English Literacy

After a brief literature review, this paper examines the problem of defining literacy. It emphasizes the importance of using a flexible definition based on learners' needs and goals in social contexts in determining the goals of literacy instruction. In order to illustrate the wide variation in not only students' levels of English-language proficiency but also in their experience with literacy, different types of learners who may attend adult English literacy programs are described. An overview is provided of the types of programs available to immigrants in the United States, as well as some of the obstacles that may discourage adults from participating in these programs. Finally, the paper discusses a number of learner-centered approaches to English-as-a-Second-Language (ESL) literacy instruction that have been used for helping limited English proficient adults acquire skills that will empower them socially, politically, educationally, and economically. It is concluded that literacy educators must continue to investigate and use approaches that utilize teacher/learner collaboration. (Contains 30 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 820**

FL 800 605

Ditmars, Jane W.

A Field Guide for Literacy: Life Skills and Literacy for Adult Beginning Readers and ESL Students.

Manual for Teachers and Tutors.

Northampton Community Coll., Bethlehem, PA.

Adult Literacy Div.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Div. of Community Services.

Pub Date—30 Jun 93

Note—173p.

Available from—Department of Adult Literacy, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18017.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, Basic Skills, Cultural Enrichment, Curriculum Guides, \*English (Second Language), Language Arts, \*Lesson Plans, \*Literacy, \*Literacy Education, Mathematics, Multicultural Textbooks, Reading Materials, Second Language Instruction, Second Language Learning, Whole Language Approach

This manual provides specific lesson plans for teaching life skills and literacy to adult beginning readers and English-as-a-Second-Language (ESL) students. It includes four curricular sections: Focus on Language Arts, Focus on Life Skills and Literacy, Focus on Holidays and Observances and Focus on Survival Math. A total of 95 topics are presented. Each topic includes the following elements: an introductory lesson for individual tutoring or classroom instruction, a follow up lesson specifically for individual tutoring and a follow up lesson appropriate for the literacy or ESL class. A total of 285 concrete lesson plans on topics relevant to the adult new reader or ESL student are contained in this guide. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 821 FL 800 606

Literacy for Metis and Non-Status Indian Peoples: A National Strategy.

Metis National Council; Native Studies and Applied Research, Inc., East Regina (Saskatchewan). Gabriel Dumont Inst.

Spons Agency—Department of the Secretary of State, Ottawa (Ontario).

Pub Date—[93]

Note—44p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Canada Natives, Educationally Disadvantaged, Federal Legislation, Foreign Countries, \*Indigenous Populations, \*Literacy Education, National Programs, Needs Assessment, \*Policy Formation, Public Agencies, \*Public Policy

Identifiers—\*Canada, \*Metis (People)

The condition of literacy programming for Metis and Non-Status Indian Peoples in Canada is reported. Metis peoples are defined as Aboriginal People distinct from Indian and Inuit, descendants of the historic Metis, and descendants of Aboriginal Peoples who have been absorbed by the historic Metis, all of whom share a common cultural identity and political will. The Non-Status Indian Peoples are those of Aboriginal ancestry who are not defined as Indian within the criteria of the Indian Act and are not part of the Metis community. The research was designed to identify successful approaches and programs presented in existence and to discover gaps and needs. Data for the study was obtained through a literature review and telephone interviews with three separate groups: personnel in literacy programming for provincial and territorial governments; representatives of Metis and non-status Indian organizations; and personnel in literacy programs deemed successful for Aboriginal peoples.

This report consists of the following parts: the Literacy Campaign of Canada as it affects this population; defining literacy in general; defining literacy for a literacy strategy for Metis and Non-Status Indian People and communities; characteristics of successful programs; and developing a national strategy. The report concludes with recommendations for: a national forum to discuss the issues; a literacy campaign; an education act; Aboriginal control of Aboriginal education policy; support structures; needs assessment; a literacy coalition; development of a research base; and formation of a National Literacy Council for Metis and Non-Status Indians. Appended are the names and addresses of individuals and organizations surveyed. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 822**

FL 800 609

Appelson, Marilyn And Others

Learn to Read.

Oakton Community Coll., Des Plaines, IL.

Spons Agency—Illinois State Board of Education, Springfield, Adult and Continuing Education Section.

Pub Date—84

Contract—E-4-0020-L

Note—71p.; Some reproduced newspaper articles in the appendices may not copy well.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, English (Second Language), \*Functional Literacy, \*Literacy Education, Program

Descriptions, \*Reading Improvement, \*Reading Instruction, Self Esteem

Identifiers—Illinois (Cook County)

The Learn to Read project was designed to provide a supportive setting in which functionally illiterate adult students from suburban Cook County, Illinois, and surrounding areas could develop reading and writing skills. The target population included English-dominant adults with basic oral competency but no literacy skills, as well as limited-English-proficient adults who had limited experiences in an educational setting, did not use the Roman alphabet in their first language, or lacked adequate comprehension skills and strategies. The project strategy focused on immediate application of students' needs, with an interactive approach using professional instructors, community volunteers, and peer involvement. More than 50 students were recruited and attended the multi-level classes; at least 66 percent attended 2 or more cycles. Short-term results include the following: two students received previously unattainable driver's licenses; several students enrolled in adult and continuing education or Oakton Community College courses following or concurrent with the reading classes; several students who had been unemployed got jobs; and several students decided to meet in a self-help group during the summer months to continue to improve their skills. Appended are the recruitment brochure and flyer, a suggested materials list; exercises in reading the newspaper, advertisements, discount coupons, and food labels; and a step by step approach used by a volunteer tutor for teaching a student how to read stories specifically written for the student. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 823**

FL 800 610

Watt, David L. E.

Latin American Literacy Partnership Project. Final Formative Evaluation.

Pub Date—10 Jul 92

Note—13p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adult Students, Children, \*English (Second Language), \*Family Programs, Foreign Countries, Language Proficiency, Latin Americans, \*Literacy Education, Program Evaluation

Identifiers—Canada, \*Family English Literacy

This final evaluation of the 1991-92 program year of the Latin American Literacy Project, designed to foster English language literacy in Spanish-speaking families in Canada, is intended as a formative report. American Literacy Project is intended as a formative report, assessing the changes in the students' language proficiency and the progress in the program's design. Standardized tests and questionnaires measured progress in language proficiency, and additional data were collected via observation and unstructured interviews. The following findings are reported: (1) the children's program is successful in its language and educational readiness goals, with the children showing progress in literacy skills and attitudinal changes; (2) the adult program, a combination of traditional and more modern methodologies for teaching English, is functioning at a satisfactory level with students exhibiting a degree of second language growth, but structural and content changes in syllabus design would be beneficial; and (3) the intergenerational component of the project is not being implemented to its fullest. Suggestions are offered for program enhancement. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 824**

FL 800 615

Wall, Naomi Binder And Others

Speaking of Our World.

Toronto Board of Education (Ontario). Continuing Education Dept.

Report No.—ISBN-895282-12-8

Pub Date—91

Note—74p.

Available from—Toronto Board of Education, Adult ESL/ABE/Parenting Programs Office, c/o 375 Dovercourt Road, Toronto, Ontario, M6J 3E5, Canada.

Pub Type—Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

Descriptors—Adult Basic Education, Adult Literacy, Basic Skills, Cultural Awareness, Cultural Differences, \*English (Second Language), Foreign Countries, Immigrants, \*Literacy Education, Mathematics, \*Numeracy, Public Housing, Racial Bias, \*Reading Materials, Second Language

RIE DEC 1993

Instruction, Second Language Learning, Student Centered Curriculum  
Identifiers—Canada

This guide is designed for adults who want to improve their literacy and basic numeracy skills in English. The guide is partly a workbook, providing room for learners to write directly on the pages. It contains facts and figures of interest to both learners and teachers, and it encourages discussion and provides its users with an opportunity to share a wide variety of experiences. The guide consists of learner-centered material that reflects the experiences of many people who live in public housing. Stories, poems and factual information form a basis for discussion. The materials on percentages and fractions offer an opportunity to strengthen numeracy skills in a living context. Background materials provide important information for a better understanding of the experience of some immigrants to Canada, the Native experience in Canada, the realities confronting people living in inadequate incomes, and the impact of racism on community life. Some material is written in a mixture of standard English and Jamaican, so that the reader is challenged to try a new language experience. The book consists of four chapters: From Around the Globe, Housing, Health and Happiness, My Mama Says Education is a Must and This Land is the House We Have Always Lived In. Important resources for further reading are listed. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 825 FL 800 616

*Tao, Pauline And Others*  
**More Than Just Chinese Food...A Collection of Writings by Adult ESL Learners and Three Approaches to Teaching and Writing in the ESL Classroom.**

Toronto Board of Education (Ontario). Continuing Education Dept.

Pub Date—90

Note—41p.

Available from—Toronto Board of Education, 375 Dovercourt Road, Toronto, Ontario M6J 3E5, Canada.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Adult Basic Education, \*Adult Literacy, \*Chinese Culture, Cultural Enrichment, Difficulty Level, \*English (Second Language), Foreign Countries, Literacy Education, Multicultural Textbooks, Reading Materials, Second Language Instruction, Second Language Learning, Teaching Methods

Identifiers—Ontario (Toronto)

This book consists of a collection of stories written by adults who attend a bilingual ESL (English as a Second Language) program co-sponsored by the Toronto Board of Education and Chinese Information and Community Services. All the writings deal with Chinese culture but the book may be used by people of diverse backgrounds and of varying levels of English language proficiency. The stories and accompanying exercises are of different levels of difficulty. Discussion questions follow each story. The goal of the book is to: (1) promote language development by way of exercises and discussions of topics that are relevant and meaningful to adult learners; (2) to provide instructors with descriptions of three approaches to teaching writing (Language Experience Approach, Process Writing and a Variation on Process Writing) that they can use in their programs and (3) to provide a springboard for intercultural communication and understanding through cultural exploration and comparison. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 826 FL 800 617

*Past...Present...Future...A Collection of Writings by Adults Learning English as a Second Language.*

Toronto Board of Education (Ontario). Continuing Education Dept.

Pub Date—87

Note—37p.

Available from—Toronto Board of Education, Language Study Centre-ESL, 155 College Street, Toronto, Ontario M6J 3E5, Canada.

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Adult Basic Education, \*Adult Literacy, Citizenship, Cultural Enrichment, \*English (Second Language), Foreign Countries, Literacy Education, \*Personal Narratives, Reading Materials, Second Language Instruction, Sec-

ond Language Learning, \*Spanish Speaking, Stereotypes, \*Student Developed Materials  
Identifiers—Ontario (Toronto)

This book is a collection of 11 stories written by adults learning English as a Second Language at the Centre for Spanish Speaking People in Toronto, Canada. It deals with their past experiences, their present situations in Canada, and their future aspirations. Each reading selection is followed by activities and discussion questions. This educational tool is recommended for use with any ethnic/linguistic group because it reflects the struggles, hopes, dreams, and problems that all newcomers face during the adaptation process. This book deals with real life situations with which all students can identify. The issue of stereotypes is addressed and suggestions on how students and instructors should deal with them are made. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 827 FL 800 618

*Heffernan, Helen*

**The Garbage Crisis: Environmental Issues for Adult ESL Learners.**

Toronto Board of Education (Ontario). Continuing Education Dept.

Report No.—ISBN-1-895429-16-1

Pub Date—4 Feb 91

Note—59p.

Available from—The Toronto Board of Education, Adult and Continuing Education Officer, Adult ESL/ABE/Parenting Programs, Ossington/Old Orchard School, 380 Ossington Avenue, Toronto, Ontario M6J 3A5, Canada.

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Adult Basic Education, \*Adult Literacy, \*Conservation (Environment), Conservation Education, \*English (Second Language), Foreign Countries, Learning Activities, Literacy Education, Pollution, Recycling, Second Language Instruction, Second Language Learning, Teaching Methods, Units of Study, Vocabulary Development

Identifiers—Freire (Paulo), Ontario (Toronto), \*Problem Posing

This module on the garbage crisis is for intermediate and advanced learners of English as a Second Language. It seeks to inform learners about this issue and to give them an opportunity to direct their concerns about the environment into positive action. The guide uses the problem-posing methodology of Paulo Freire. This methodology has three stages; listening, dialogue, and action. The module consists of five units: What Is Typical Household Garbage? Where Does This Garbage Go?; Where Does It Come From?; and What Are We Doing to Reduce, Reuse, and Recycle Our Household Garbage? Questions for discussion are provided for each unit along with vocabulary, language, and thinking activities and actions for change exercises. A quiz called "The Great Recycling Quiz" is included that reviews the main points covered. A bibliography and important sources for information are contained in a resource section. All four language skills are addressed in each unit—speaking, listening, reading, and writing. (Adjunct ERIC Clearinghouse on Literacy Education) (LET)

ED 359 828 FL 800 635

**Capitalizing on Culture through Competency-Based Adult Education.**

Polk County Public Schools, Bartow, FL.  
Spons Agency—Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.

Pub Date—[93]

Note—68p. A Section 353 demonstration project.  
Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, Black Students, Business Education, \*Classroom Techniques, \*Competency Based Education, \*Cultural Awareness, Cultural Pluralism, English (Second Language), Haitians, Hispanic Americans, Learning Activities, Learning Strategies, Mathematics Instruction, \*Minority Groups, Science Education, Social Studies, \*Student Characteristics

Identifiers—African Americans, Florida (Polk County), Hispanic American Students, Jamaicans Characteristics of Hispanic, African American, Jamaican, and Haitian students, the most prevalent minority groups in the adult school population in Polk County, Florida, are described in this resource book. The book, which is intended to supplement staff development in cultural diversity and to help

implement classroom strategies for reaching all learners, includes strategies for reaching each of the four minority group students, and suggests intended outcomes and learning activities for English, social studies, mathematics, science, and business. (Contains 7 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 829 FL 800 641

*Brogan, Ray F.*

**Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program.**

Pub Date—90

Note—15p. Paper presented at the Annual Conference of the American Evaluation Association (Washington, DC 1990).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Course Evaluation, Decision Making, \*English (Second Language), \*Group Discussion, Models, Needs Assessment, \*Program Development, Research Methodology

Identifiers—\*Focus Groups Approach

The purpose of the focus group design described in this paper was to identify the needs of students in English-as-a-Second-Language (ESL) programs for use by researchers, program designers, and teachers. The pilot focus group consisted of students from various programs who were preparing to take the Test of English as a Foreign Language. They were asked to conceptualize the ideal ESL course. Despite the cultural diversity within the pilot focus group, many common observations were expressed. The experience led participants to accept the focus group methodology as an excellent forum for providing information to decision-makers before a program begins. (Adjunct ERIC Clearinghouse on Literacy Education) (Author/LB)

ED 359 830 FL 800 642

**English-as-a-Second-Language Model Standards for Adult Education Programs.**

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-1046-7

Pub Date—92

Note—87p.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271 (\$7 plus sales tax for California residents).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Accountability, Adult Education, \*Adult Literacy, Communicative Competence (Languages), Course Content, Curriculum, \*English (Second Language), Language Acquisition, \*Language Proficiency, Language Tests, Literacy Education, Master Plans, Second Language Learning, \*State Standards, Student Evaluation, Testing

Identifiers—\*California

In response to state legislation and a statewide strategic plan that included a recommendation for quality standards and accountability defined as measurable goals and conditions, model standards for California English-as-a-Second-Language (ESL) adult education programs were established. This document describes general standards, defines language proficiency level, and identifies possible tests for measuring the language proficiency of adults in the California ESL programs. The language proficiency levels are sequenced from ESL beginning literacy through advanced-high. The descriptions included in the ESL model standards reflect current thinking about developmental stages in second-language acquisition and the nature of communicative competence. They distinguish different levels of language proficiency based on content, language functions, and language forms as well as listening, speaking, reading, and writing skills. The contents of this guide are as follows: (1) general standards (program, curricular, instructional, and standards for student evaluation); (2) levels of language proficiency (descriptions of proficiency levels, descriptions of course content, and sample lessons); and (3) ESL testing (general standards, testing materials, selected references). Appended are additional information on levels of language proficiency, general nature of instruction by ESL proficiency level, language skills objectives by ESL proficiency level, language functions by ESL proficiency level, and language forms by ESL proficiency level. (Adjunct



ERIC Clearinghouse on Literacy Education) (LB)

ED 359 831

FL 800 644

Nurs, Joanne R.

**Clayton Family Literacy and School Support Services Project: Project Class, Final Report.**  
Georgia State Univ., Atlanta. Center for the Study of Adult Literacy.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Sep 92

Note—79p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Literacy, \*Asian Americans, Cambodians, Community Services, Cooperative Programs, Curriculum Development, Demography, Elementary Secondary Education, English (Second Language), \*Family Programs, \*Hispanic Americans, \*Immigrants, Language Tests, Laotians, \*Limited English Speaking, \*Literacy Education, Pretests Posttests, Questionnaires, Student Recruitment, Vietnamese

Identifiers—Clayton County Schools GA, Georgia (Clayton County), Support Services

Project CLASS, a collaborative family literacy demonstration research project designed to meet the language and literacy needs of limited English proficient families in Clayton County, Georgia, is described. Intergenerational and age-graded classes were provided for Cambodian, Laotian, Vietnamese, and Hispanic adult family members, their out-of-school youth, and their school-age or preschool children. The Project CLASS curriculum, based on the work of D. Scott Enright, was a multi-level, integrated language and literacy curriculum delivered through content-based themes and supplemented by contextually-based activities. Fifty-six families representing 92 adults and 145 children participated; unfortunately, attendance was not consistent, ranging from 2 to 71 percent of classes attended. Reasons for absences and dropouts included job changes, moving, and family problems; additional factors included conflict with a local church program, the closing of a major employer, and violence in the Cambodian community. It is recommended that future family English literacy programs give more attention to ways to motivate families to attend and to remain in the program long enough to demonstrate gains in language and literacy. The integrated, thematic approach; the multi-level, intergenerational activities; and the field trips and holiday celebrations were found to be important components of the family program. The assessment instruments and a list of project dissemination efforts are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 832

FL 800 646

Ruano, Jorge J.

**Socioeconomic Profile of the Client Population. The Effects of Poor Education.**

Hispanic American Council, Kalamazoo, MI.

Pub Date—Nov 92

Note—11p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Educational Attainment, \*Educationally Disadvantaged, Educational Status Comparison, \*Hispanic Americans, \*Immigrants, Mexican Americans, \*Socioeconomic Status, Spanish

Identifiers—\*Michigan (Kalamazoo County)

The socioeconomic profile of clients who received the services of the Hispanic Liaison Program (HLP) from May 1991 to October 1992 is presented. The HLP's primary objective is to serve as a link between the existing services in Kalamazoo County, Michigan, and the Hispanic population, a group of people often underserved due to language, cultural, and economic barriers. Statistics were gathered from the main client database and organized according to their educational attainment level. Four categories were established: elementary, high school, vocational, and college. The data make it clear that education has a significant impact on the economic standing of the Hispanic population, with the more educated clients having a higher annual income, smaller family size, more normalized immigration status, and better employment opportunities. Mexican Americans were concentrated in the undereducated group and other Hispanic ethnic groups were highly represented in the college group.

Additional findings are: (1) there is a large group of single, undereducated clients; (2) college-educated families tend to use Spanish more often at home than high school-educated families; (3) 100 percent of the elderly clients are concentrated in the undereducated groups; (4) 17 percent of the clients are non-documented, 35 percent are U.S. citizens, 33 percent are permanent residents, and the remaining 14 percent are unknown, visitors, or temporary workers; and (5) 66 percent of the clients are under 35 years old. Tables and graphs illustrate the findings. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 833

FL 800 650

**Family Talk Time. A Curriculum for Refugee and Immigrant Parents.**

Refugee Women's Alliance, Seattle, WA.

Spons Agency—Administration for Children, Youth and Families, Washington, DC. Children's Bureau; Washington State Dept. of Social and Health Services, Olympia. Mental Health Div.

Pub Date—[92]

Note—126p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acculturation, Adult Literacy, Community Programs, Cultural Awareness, Cultural Pluralism, Curriculum Development, \*English (Second Language), \*Family Role, \*Immigrants, Literacy Education, Parent Child Relationship, Parenting Skills, \*Parent Materials, \*Parent School Relationship, \*Refugees, Self Esteem

Identifiers—Washington (Seattle)

The Family Talk Time Curriculum is designed to provide the skills, information, and self-confidence needed to empower refugee and immigrant parents to raise their children successfully in the United States. It is part of the Washington state Multi-ethnic Family Intervention Project at the Refugee Women's Alliance. The curriculum was developed over a 2-year period by a multi-ethnic group of 10 refugee mothers, a bilingual staff, and parent educators from Seattle Central Community College. All techniques are designed to elicit input and opinions from the participants, to facilitate sharing among them, to introduce new information, to improve problem-solving skills, and to improve English language literacy skills. The teaching techniques include student stories, problem posing, brainstorming, charts and grids, student-drawn pictures, journal writing, and grammar activities. Chapters include: (1) Raising Children in the U.S. (remembering family history and culture, methods of discipline in different cultures, teenagers); (2) Understanding American Schools (parent-teacher conferences, supporting your children in school, notes from school); (3) Changing Family Roles in the U.S. (comparing customs and traditions about marriage, family violence, family planning); (4) Taking Care of Yourself (coping with depression, raising self-esteem); and (5) Using Community Resources (low-cost family entertainment, crime prevention). (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 834

FL 800 651

Snedeker, David M.

**Workplace Skills Enhancement Project, Seattle-King County Private Industry Council (PIC). Final Report.**

Seattle-King County Private Industry Council, Seattle, WA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—29 Oct 92

Contract—V198A10250

Note—53p.; For employer guide, see FL 800 652. Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adult Literacy, Adult Students, Ethnic Groups, \*Industry, \*Job Skills, \*Limited English Speaking, Minority Groups

Identifiers—Private Industry Councils, Washington (King County), Washington (Seattle), \*Workplace Literacy

Evaluative information is provided on 18 completed workplace literacy classes conducted in the Seattle-King County, Washington, area for 218 limited English proficient workers. The programs were operated by the Employment Opportunities Center and the Refugee Service Federation. Participants were members of the following ethnic groups: Vietnamese, Chinese, Cambodian, Lao, Japanese, Korean, Filipino, Thai, Ethiopian/Eritrean, Mexican, Central American, South American, Eastern

European, and Soviet/Russian. Training sites were: Avtech Corporation, Eldec Corporation, Paine Corporation, and Pacific Circuits (electronics); Burien Terrace and Pinehurst Park (nursing homes); HFI Foods and Oberto Sausage (food processing); and the Sheraton and Westin Hotels. Factors affecting performance outcomes included workforce reductions due to the 1991 recession, variables in forming classes, pressure from supervisors and/or co-workers, overtime and work schedules, and limitation on the number of sites. Gains in pre-to-post program test scores, documented attainment of competencies, post-program assessments by supervisors, and continued employment at follow-up indicate that the majority of the participants have made progress in specific job-related language skills. In addition, demographic data indicate that the 18 classes have served people in need of specialized workplace literacy training. Many of the people served work in production-oriented, mostly technical jobs, and most have stayed with the same employer for a considerable time. A brief profile of each of the 18 classes is appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 835

FL 800 652

**Workplace Literacy Development Guide for Employers.**

Seattle-King County Private Industry Council, Seattle, WA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Oct 92

Note—79p.; For final report, see FL 800 651.

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, Community Programs, Cultural Pluralism, Curriculum Development, Employees, \*Employers, Job Skills, Language Skills, \*Literacy Education, \*Needs Assessment, \*Program Development, Program Evaluation, Program Implementation, Questionnaires, Records (Forms)

Identifiers—Private Industry Councils, Washington (King County), Washington (Seattle), \*Workplace Literacy

Developed to assist employers in implementing a company-sponsored, on-site workplace literacy program for their employees, this guide is the result of experiences gained by the Seattle-King County, Washington, Private Industry Council, its partner agencies, and participating local employers. The guide contains sections on the following stages in program formation: needs assessment for getting started (including a workplace literacy needs assessment survey form); defining workplace literacy; necessary time and resource commitments; marketing workplace literacy within a company; assessment of worker needs (including forms); analysis of basic workplace literacy and language skill requirements and curriculum development; forming a class; developing effective instructional strategies; program evaluation; and addressing workforce diversity and cross-cultural issues. Curriculum samples are appended. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 836

FL 800 653

Breckenridge, Lisa. Comp. And Others

**Family Mental Health and Education at the Refugee Women's Alliance: A Working Bibliography of Resources. Part of the Multi-Ethnic Family Intervention Project.**

Refugee Women's Alliance, Seattle, WA.

Pub Date—Apr 92

Note—30p.

Pub Type—Reference Materials - Bibliographies (331)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, Community Programs, Employment Programs, \*Family Programs, Family Violence, \*Females, Health Needs, \*Mental Health, \*Refugees

Identifiers—Family English Literacy, Washington (Seattle)

The Refugee Women's Alliance (ReWA) is a non-profit, mutual assistance association located in Seattle, Washington, with the mission of helping refugee women achieve self-sufficiency in the United States. This partially annotated bibliography contains 117 items dated primarily from 1983 to 1991. Most entries are drawn from the resources used by the staff, board and volunteers at ReWA. The bibliography focuses on practical and accessible resources that complement many standard comprehensive

bibliographies on refugee services and theory. The bibliography contains eight sections, of which the first six include resources that are helpful in designing, setting up, and evaluating mental health, family literacy, domestic violence, health care, and employment programs. The last two sections include resources that provide background information on the refugee peoples served by ReWA and the theoretical and policy contexts within which academic research on refugee peoples is placed. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 837** FL 800 654

Jordan, Jane

**Helping ESOL Students to Improve Their Pronunciation.**

Adult Literacy and Basic Skills Unit, London (England).

Report No.—ISSN-0260-5104

Pub Date—92

Note—3p.

Available from—Adult Literacy and Basic Skills Unit (ALBSU), Kingsbourne House, 229-231 High Holborn, London WC1V 7DA, England (free).

Journal Cit.—Adult Literacy and Basic Skills Unit (ALBSU) Newsletter; n47 insert Aut 1992

Pub Type—Guides - Classroom - Learner (051) — Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*English (Second Language), Foreign Countries, Intonation, Language Fluency, \*Pronunciation, Second Language Instruction, Stress (Phonology)

Key elements that affect pronunciation are outlined in this supplement to an adult literacy newsletter. Emphasis is on what students need to know about sounds, stress, intonation, and fluency in order to improve their spoken English. Suggestions are offered for identifying students' needs. Exercises are also provided for practicing sounds, word and sentence stress, intonation, and fluency. (Contains 4 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 838** FL 800 655

de Barros, Judy And Others

**Storytelling Project. Southeast Asian Women's Alliance.**

Refugee Women's Alliance, Seattle, WA.

Pub Date—Jun 90

Note—23p.; For a related document, see FL 800 656.

Pub Type—Guides - Classroom - Teacher (052) — Creative Works (030)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, Community Organizations, \*Cultural Awareness, Cultural Pluralism, Curriculum Development, \*English (Second Language), Ethnic Groups, \*Females, \*Folk Culture, Legends, \*Refugees, \*Story Telling

Identifiers—Washington (Seattle)

Geared to refugee women, the storytelling project developed by the Refugee Women's Alliance (formerly the South East Asian Women's Alliance) in Seattle, Washington, combines language, cross-cultural, and family skills. The project included development of the storytelling curriculum for English-as-a-Second-Language students, training instructors, collecting stories and illustrations, and printing the stories. The curriculum was divided into two parts: collecting and sharing the stories, and follow-up ESL activities. Bilingual aides help collect stories from beginning pre-literate students. Folktales representing five ethnic groups (Cambodian, Eritrean, ethnic Chinese, Lao, and Soviet Ukrainian) are compiled in this document, which also suggests techniques for sharing and polishing stories. Some beginning storytelling resources are provided. The follow-up ESL activities described include anticipation (pre-story) activities, comprehension checks, oral and written language experience activities, and cross-cultural exercises. Specific ESL activities are geared to one Lao folktale. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 839** FL 800 656

de Barros, Judy And Others

**Family Story Curriculum Project. Refugee Women's Alliance.**

Refugee Women's Alliance, Seattle, WA.

Pub Date—91

Note—30p.; For a related document, see FL 800 655.

RIE DEC 1993

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Techniques, Community Organizations, \*Cultural Awareness, Curriculum Development, \*English (Second Language), Ethnic Groups, \*Females, Grief, \*Refugees, \*Story Telling, Student Centered Curriculum

Identifiers—Washington (Seattle)

A Family Story Curriculum Project was implemented in three English-as-a-Second-Language (ESL) classes at the Refugee Women's Alliance (ReWA) center in Seattle, Washington. This project followed a successful storytelling project in which students remembered and told folktales from their native countries. The purposes of the Family Story curriculum were varied: to increase self-esteem, cultural adjustment, and language skills of the participants; to create student-generated materials that address family issues and bridge the cultural and generational gap between newcomers and their American-raised children; to print 5 to 10 stories for classroom use; and to train ReWA instructional staff in collecting and using family stories. All goals were easily met, with 17 ReWA staff trained and more than 24 stories printed. Curriculum materials and a description of the project were also developed. This document contains the following sections: (1) Training: Oral History and Journal Writing; (2) Pre-Collection Activities; (3) Collecting Stories; (4) Follow-up ESL Activities; and (5) Conclusion (including two major concerns that arose during the course of the project—the need for more ESL activities and management of the grief and sadness that accompanied student memories). Sample student illustrations are included. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 840** FL 800 662

Bishop, Alan J.

**Removing Cultural Barriers to Numeracy.**

Pub Date—Oct 92

Note—16p.; Plenary address at the National Conference of the Australian Council for Adult Literacy (Sydney, New South Wales, Australia, October 9-11, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cultural Awareness, \*Cultural Context, Cultural Differences, English (Second Language), Ethnic Groups, Females, Foreign Countries, Literacy, Mathematics Anxiety, \*Mathematics Instruction, \*Mathematics Skills, Minority Groups, \*Number Concepts, \*Numeracy

A plenary address to an Australian conference on adult literacy focuses on cultural barriers to numeracy. Mathematics, and therefore numeracy, is considered as part of cultural knowledge. It is noted that over the last decade there has been a growing awareness of the cultural basis of mathematical knowledge and teachers can no longer assume that mathematics is culture-free and therefore value-free. Numeracy is defined as "the particular mathematical knowledge needed by every citizen to empower them for life in that society." It is shown that particular groups have experienced alienation from and conflict with mathematics as it is commonly taught. These groups include ethnic minority children in westernized societies, second language students, indigenous "minorities" in westernized societies, girls in many societies, western "colonial" students, fundamentalist religious groups, children from lower-class and lower-caste families, physically disadvantaged students, and rural students. It is suggested that the key is to first recognize the existence and legitimacy of different mathematical practices, and then search for similarities between them. All mathematical knowledge is analyzable into six main categories: counting, locating, measuring, designing, playing, and explaining. Each of these is described and discussed in terms of teaching and learning activities. Some general principles for numeracy teaching are presented (e.g., even if content is specified by a curriculum, the context for activities and tasks is open to choice by students and teachers). Contains 27 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 841** FL 800 664

Street, B.

**Literacy in Cross-Cultural Perspective: Implications for Policy and Practice.**

Pub Date—Oct 92

Note—19p.; Keynote address presented at the Na-

tional Conference of the Australian Council for Adult Literacy (Sydney, New South Wales, Australia, October 9-11, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adult Literacy, Cross Cultural Studies, \*Cultural Context, Developing Nations, Educational Policy, Ethnography, Foreign Countries, Language Planning, \*Literacy Education, Policy Formation

This paper reviews some of the issues in the new literacy studies and the questions, from an anthropological perspective, of self, person, and identity that affect literacy practices. It is suggested that in discussing literacy, it is better to start from a cultural viewpoint rather than an educational one. The traditional autonomous model of literacy is critiqued, particularly the "we" of western cultures giving literacy to "them" in the developing world. The complexity of the relationship between literacy and culture is also addressed. The notion of personhood in different cultures is further discussed, and some ethnographic examples are reported. Implications for education and pedagogy are considered. Contains approximately 70 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 842** FL 800 665

Street, Brian V.

**What Do We Mean by "Local Literacies"?**

Pub Date—Mar 93

Note—10p.; Paper presented at the Conference on Sustaining Local Literacies: People, Language and Power (Reading, England, United Kingdom, March 19-20, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cultural Context, \*Definitions, Foreign Countries, Global Approach, \*International Cooperation, Language Dominance, \*Language Usage, Linguistic Theory, \*Literacy, Literacy Education, \*Local Issues, Nonstandard Dialects, Regional Dialects, Social Dialects

Identifiers—\*Local Literacies

An introductory paper for a British conference addresses some of the problems that arise when literacy education is brought from national and international centers to groups of people whose primary identity is with local languages and literacies. Some questions are raised regarding the reality of international cooperation in literacy, the possible damage to local cultures, and how international cooperation can be promoted in a way that sustains local identity. The notion of multiple literacies is discussed. Three ways to consider "local literacies" are suggested: different languages and writing systems; invented local literacies, often based on or connected with a dominant writing system but signalling for its users a different social identity; and vernacular literacies, or alternative uses of reading and writing within the same language and writing in a culture that is neither elite nor institutional. It is concluded that the issue of local literacies is not a marginal matter but that it is central to any language and literacy program. Contains 33 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 843** FL 800 666

Zmich, JoAnn. Comp.

**Shared Wisdom: A Collection of Proverbs, Sayings and Quotations.**

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.

Pub Date—91

Note—20p.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Arabic, \*Beliefs, Chinese, \*Cultural Awareness, Cultural Differences, \*English (Second Language), \*Folk Culture, French, Idioms, \*Literacy Education, Persian, \*Proverbs, Spanish, Uncommonly Taught Languages, Vietnamese

Based on the idea that there are universal beliefs that unite people from every part of the world, this collection illustrates common sayings, stories, proverbs, and quotations from students in English-as-a-Second-Language classrooms. During the classes, students talk about their families, countries, and customs, including traditional foods and recipes. The collection presented in this document evolved from a class project in West Chester, Pennsylvania. Students came from Taiwan, Haiti, Iran, Mexico, Morocco, Puerto Rico, Spain, and Viet-

nam. The sayings are presented in each native language. Contains 14 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 844 FL 800 667

Power, Michael A.

**Interactive ESL In-Service Teacher Training via Distance Education.**

Pub Date—Apr 93

Note—18p.; Paper presented at the Annual Conference of Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cable Television, \*Distance Education, Educational Technology, \*English (Second Language), Higher Education, \*Inservice Teacher Education, Interaction, \*Interactive Video, Models, Public School Teachers, State Programs, Video Equipment

Identifiers—\*Hawaii Interactive Television System, Public Access Television

The Hawaii State Department of Education offers university credit courses in English-as-a-Second-Language (ESL) techniques to all public school teachers, but the scarcity of trainers and the distance between schools and training sites constitute substantial obstacles. With the cooperation of the University of Hawaii's interactive television system, many teachers are now being trained through distance training (DT). This paper describes three models of in-service teacher training in distance education at three levels of interactivity. The most interactive of the models is closed-circuit TV with two-way audio and video, although not all sites have these facilities. The second model is two-way audio and one-way video. The third approach is to provide the course over cable TV on a public access channel. In all models, as the direct contact between the trainer and the teachers is attenuated, there is increasing need for the trainer to structure the class so that the teachers are kept active and involved. A description of the Hawaii Interactive Television System (HITS) is appended. Contains 20 references. (Adjunct ERIC Clearinghouse on Literacy Education) (Author/LB)

ED 359 845 FL 800 668

Roberts, Lynn

**ESL Small Town.**

Maury Literacy Council, Columbia, TN.

Spons Agency—Tennessee State Dept. of Education, Nashville. Dept. of Adult and Community Education.

Pub Date—May 93

Note—103p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Adult Literacy, Adult Students, Curriculum, \*English (Second Language), Listening Skills, Reading Instruction, \*Rural Areas, Small Towns, \*Whole Language Approach, Writing Instruction

Identifiers—\*Tennessee (Maury County), Workplace Literacy

A curriculum designed by the Maury, Tennessee, Literacy Council to address deficiencies in English-language skills is presented. Maury County, Tennessee, is a rural area south of Nashville whose automotive industries and ethnic restaurants have immigrant populations in need of English instruction. A state 353 teacher training grant was obtained to provide college coursework towards English-as-a-Second-Language (ESL) certification for two teachers and to produce a supplemental curriculum for non-metropolitan ESL services. The curriculum integrates traditional and whole language instructional approaches while seeking to meet the needs of adult students in a rural area. Each unit is independent and affords a variety of pronunciation, listening, speaking, reading, and writing experiences. The text is designed to meet the needs of the typical Maury County student (an employed adult or spouse with basic survival skills). The units cover the following: telephone skills, stores, car care and travel, health care, community services, commerce, recreation and entertainment, and community events, holidays, and traditions. Appended are a list of resources and forms for personal data, directory information, field trips, and journal entries. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 846 FL 800 669

Rodby, Judith

**Appropriating Literacy. Writing and Reading in English as a Second Language.**

Report No.—ISBN-0-86709-308-0

Pub Date—92

Note—151p.

Available from—Boynnton/Cook Publishers, Heinemann Educational Books, Inc., 361 Hanover Street, Portsmouth, NH 03801-3959.

Pub Type—Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Adult Literacy, \*English (Second Language), Ethnicity, \*Linguistic Theory, \*Literacy, \*Literacy Education, Migrants, Political Power, Second Language Instruction, Second Language Learning, Social Action, Social Change, \*Theory Practice Relationship

Identifiers—United States

This book attempts to counter the fears of many native English speakers and educators that the recent surge of speakers of English as a Second Language (ESL) into U.S. universities and U.S. society as a whole represents a threat to the integrity of U.S. pedagogy and culture. More specifically, the book wrestles with the questions: What does it mean to write and read in a second language? The first of six chapters explores the evolving definitions of literacy in the field of ESL. Chapter 2 focuses on social meanings of ESL literacy, discussing how ESL literacy involves cultural, social, and political action. The third chapter outlines a dialectical theory of ESL literacy as a social act. Chapter 4 presents Carlos Bulosan's autobiography, "America Is in the Heart," as an illustration of the dialectics discussed in Chapter 3. The connections between theory and practice are elaborated in chapter 5 through a discussion of the teaching practices that have been shaped by a social perspective on ESL literacy. And finally, chapter 6 examines the ways in which teachers construct meaning out of nonnative prose. (Contains 180 references.) (LB)

ED 359 847 FL 800 672

Dragman, June Szasz, Michael

**Global Stories of People Working for Change.**

CoDevelopment Canada, Vancouver (British Columbia).

Pub Date—[92]

Note—63p.; Photographs may not copy adequately.

Available from—CoDevelopment Canada, 3 - 1654 West 7th Avenue, Vancouver, British Columbia, Canada V6J 1S5 (\$7 Canadian each; bulk discounts); Lesson Aids c/o BC Teachers Federation (BCTF), 2235 Burrard St., Vancouver, British Columbia, Canada V6J 3H9 (\$5.40 Canadian BCTF non-members; \$4.50 Canadian BCTF members).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adult Literacy, Adult Students, Employees, \*English (Second Language), Family Violence, Foreign Countries, Global Approach, High Schools, High School Students, \*Literacy Education, Photographs, Social Problems, Textbooks, War

Identifiers—Canada, Personal Reports of Subjective Experiences

Developed by a Canadian volunteer organization, this textbook for high school and adult English-as-a-Second-Language (ESL) and literacy students explores current international events and social issues using both personal and global perspectives. It includes personal stories of people's lives, discussions of social and political issues in a wider context, and facts about various countries (Canada, the United States, Mexico, Guatemala, Nicaragua, Peru, Bolivia, England, Eritrea, Ethiopia, Nepal, Thailand, and China). The direct and easy-to-read language stories also make connections to life in Canada. The reading material is divided into five major theme areas: People and the Land; Rebuilding After War; Ending Family Violence; Literacy; and Workers Making Connections. The text is written in intermediate-level English, illustrated on almost every page with photographs. A final section, "Teacher's Notes," suggests classroom activities and opportunities for further reading. Though written for intermediate-level ESL and literacy students, the clearly-captioned photographs make the book a useful resource for less advanced students as well. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 848 FL 800 686

Volunteer Voice. Volume IX.

Tacoma Community House, WA.

Pub Date—92

Note—38p.; This volume contains only three issues. Journal Cit—Volunteer Voice; v9 n1-3 Sum 1991-Win 1992

Pub Type—Collected Works - Serials (022) — Reference Materials - Directories/Catalogs (132) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Community Centers, Field Trips, Games, Holidays, \*Literacy Education, Records (Forms), Teacher Evaluation, \*Teaching Methods, \*Volunteers

Identifiers—Halloween

This document consists of the three volume IX issues of "Volunteer Voice," a newsletter of the Tacoma Community House Training Project. The first issue consists of one teacher's personal account of English-as-a-Second-Language (ESL) teaching and includes the following: an annotated list of ESL text books, a list of activities resources, publications consisting of pictures and visuals, pronunciation guides, literacy books, vocational ESL resources, storytelling and culture books, resources on language learning and teaching methods, and miscellaneous items. The second issue describes specific teaching techniques including oral practice and literacy activities, as well as approaches to teaching about Halloween and information about Tet Trung-Thu, the Vietnamese mid-autumn festival. The third issue covers information on planning and managing field trips. It also includes an ESL Tutor Training Workshop Evaluation, advice on games, and a sample "gift game." (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 849 FL 800 688

Wrigley, Heidi Spruck

**Outside Evaluation Report for the Arlington Federal Workplace Literacy Project.**

Southport Inst. for Policy Analysis, Inc., CT.

Spons Agency—Arlington County Public Schools, VA. REEP, Arlington Education and Employment Program.

Pub Date—May 93

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adult Students, Continuing Education, Educational Technology, \*Employees, \*English (Second Language), Industry, Limited English Speaking, \*Literacy Education, \*Partnerships in Education

Identifiers—Arlington Public Schools VA, \*Workplace Literacy

The successes and challenges of the Arlington Education and Employment Program (REEP) Workplace Literacy Project in Virginia are described in this evaluation report. REEP's federal Workplace Literacy Project Consortium is operated as a special project within the Department of Adult, Career and Vocational Education of the Arlington Public Schools. The project offered job-related instruction in English as a Second Language (ESL), literacy, and basic skills to 696 students at various sites, including office buildings, nursing homes, convenience stores, hotels/motels, and hospitals. Participants also had access to a technology-based learning center. Employees attended 1 or 2 cycles of 60-hour English and literacy instruction. Innovative features of the REEP project include the following: joint recruiting efforts by industry and REEP; consortium approach; range of industries served; combination of on-site classes and learning center involvement; and cable television usage. Retention rates ranged from 100 percent in hospitals to 77 percent in nursing homes; pre- and post-test progress reports indicated that both supervisors and students considered the program a success. REEP strengths include strong partnerships, use of effective feedback, and design of a comprehensive curriculum framework. Ongoing challenges perceived by industry include on-going problems with foreign-born employees (e.g., failure to ask for clarification, inadequate understanding of forms/schedules and safety procedures, and lack of preparation for the workplace of the future) and the need for strong industry involvement. Learner and industry responses to the project are summarized. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 359 850 FL 800 689

Brod, Shirley, Comp.

**Ideas at Work. Techniques for Effective Communication: Giving Feedback and Asking for Clarification. The Work Styles Series MiniBook A.**

Spring Inst. for International Studies, Wheat Ridge,

RIE DEC 1993



CO.  
Report No.—ISBN-0-940723-01-8  
Pub Date—87  
Note—52p; This is the first in a series of Work Styles minibooks. Minibook B, "Application Aptitudes," and Minibook C, "Interview Insights," were produced separately. Printed on colored paper. Contains some light type throughout.  
Available from—Spring Institute for International Studies, 1380 Lawrence Street, Suite 600, Denver, CO 80204-2056 (\$5.45).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Learning, \*Communication Skills, \*English (Second Language), \*Games, Job Skills, Language Skills, \*Learning Activities, \*Literacy Education

Identifiers—Mainstream English Language Training Project, \*Workplace Literacy

Techniques for effective communication are presented in a work style handbook for use by adults with little or no English language skills. Minibook A is composed of some learning activities in the form of games that provide language drill and encourage group rapport. They accommodate students' diverse learning styles and provide flexibility in multi-level classes. The minibook was field-tested with more than 150 adult non-native speakers, aged 18 to 63, in a series of seminars and workshops for job skills and personal effectiveness training. Contents include: (1) "Getting To Know You, Getting To Know Ail about You" (interview and social language); (2) Feedback for Fun and Profit (active listening, listen/report/do); (3) Please Show Me: A TPR Task-Shadowing Game; (4) Summary of Mainstream English Language Training (MELT) Competencies; and (5) tear-out masters for photocopying. Each chapter is organized with explanations and directions for the teacher, followed by game pages for use with students. Game pages are identified for beginning, intermediate, and advanced levels. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 851** FL 800 690

**Chicago Quality Programs Project Report #1.**  
Illinois Literacy Resource Development Center, Rantoul.

Spons Agency—Lloyd A. Fry Foundation, Chicago, IL.

Pub Date—Nov 92

Note—90p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Adult Literacy, \*Data Collection, English (Second Language), \*Evaluation Methods, \*Literacy Education, \*Program Evaluation, Questionnaires, Records (Forms), Staff Development

Identifiers—Illinois (Chicago)

An outgrowth of several previous projects conducted by the Illinois Literacy Resource Development Center (ILRDC), the Quality Programs Project is a collaborative effort to improve the quality of literacy services in the Chicago area. A long-term investment in quality programming at the local level, the Quality Programs Project has as its primary goals the training and professional development of literacy program staff and the formation of site-specific evaluation systems. Staff from six sites participated in three sequential training sessions. The sites were the Onward Neighborhood House, Youth Service Project, Chicago Consortium for Worker Education, Midwest Women's Center, The Neighborhood Institute, and Firman Community Services. The sessions introduced site staff to the evaluation system adapted by the ILRDC, presented information on qualitative and quantitative data collection methodologies, and introduced strategies for comprehensive data analysis. The ILRDC staff provided on-going support to site staff as they developed and refined their goals. Each site used the ILRDC evaluation framework to create assessment systems and tools that were customized for their programs and their own goals. This report summarizes the development and progress of the first phase of the project. Appendices making up the greater part of the report contain several questionnaires and evaluation instruments. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

**ED 359 852** FL 800 691

Strubel, Aleza. Comp.  
Multicultural Resource List.

RIE DEC 1993

Pub Date—Feb 92

Note—12p; Prepared for the Student Coalition for Action in Literacy Education at the University of North Carolina at Chapel Hill.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Beginning Reading, College Students, \*Cross Cultural Training, \*Cultural Pluralism, Higher Education, Instructional Materials, \*Literacy Education, Multicultural Education

Identifiers—\*Diversity (Student)

Approximately 75 sources of information on multicultural issues are compiled in this partially annotated bibliography and resource list. The list includes reading materials such as articles and books for college students and learners who are interested in exploring issues that relate to race, culture, gender, and class. It also includes books written for new readers, books that can be adapted and modified for new readers, and books that index and describe some of the literature available to new readers. Finally, there is a section called "Resources for Learning Partners: Understanding Diversity," which lists books and articles that may provide good background information on teaching and learning in a cross-cultural setting. A response page is attached for user comments. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

## HE

**ED 359 853** HE 025 745

**Programs in the California State University that Support Public School Improvement.**

California State Univ. and Colleges, Long Beach. Office of the Chancellor.

Pub Date—Dec 89

Note—31p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—CSU Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$8).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Beginning Teachers, \*College School Cooperation, Elementary Secondary Education, Higher Education, Leadership, Minority Groups, \*Program Descriptions, Public Schools, \*School Community Relationship, School Demography, Teacher Education

Identifiers—California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This publication describes programs in the California State University (CSU) system that support public school improvements in five areas: public school diversity, curriculum improvement, teacher diversification, teacher education, and leadership. An introduction notes the pressing urgency of school improvement and describes the need for business and community involvement in the five areas. The following five sections each cover one area providing an overview of issues followed by examples of relevant programs in which CSU is involved. The section on public school diversity notes that the majority of students in the California public school system are non-white and details concerns over an "achievement gap". Nine projects are described. The section on curriculum improvement also describes nine projects in this area. The section on diversifying the teacher pool discusses the projected shortage of teachers and two major statewide efforts to support beginning teachers. Nineteen projects are briefly summarized. Teacher education is focused on next with a discussion of reforms, national studies, and CSU accomplishments and challenges in this area. Six projects are described. Finally, the section on leadership describes statewide efforts overall as well as six sample programs for improving leadership. A conclusion stresses the complexity of the commitment to these issues. An article from the "Chronicle of Higher Education" on the CSU programs is appended. (JB)

**ED 359 854** HE 025 748

Goldstein, Bernard

**Student Outcomes Assessment in the California State University. Report of the California State University Advisory Committee on Student Outcomes Assessment.**

California State Univ. and Colleges, Long Beach. Office of the Chancellor.

Pub Date—Dec 89

Note—47p; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. Cover title varies slightly.

Available from—CSU Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$9).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Outcomes Assessment, Educational Change, \*Educational Policy, Educational Trends, Enrollment Trends, Government School Relationship, Higher Education, Outcomes of Education, Policy Formation, School Community Relationship, Sociocultural Patterns, \*State Universities

Identifiers—California, California State University, \*California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This publication presents the findings and conclusions as well as policy recommendations for a California State University (CSU) policy on student outcomes assessment. The report was formulated based on 16 meetings to study and discuss assessment issues, to review material from the campuses and to provide guidance to CSU representatives serving on an assessment study group advisory to the California Postsecondary Commission. Chapter 1, "CSU Involvement with Student Outcomes Assessment" defines outcomes assessment, describes the undergraduate education reform movement, conferences, assessment projects and committee work on the issue, and state government interest. Chapter 2, "Factors Contributing to Interest in Student Outcomes Assessment" offers statements by leaders illustrating concerns about assessment and description of actions by governmental and professional agencies. Chapter 3, "Guiding Principles for Assessing Student Outcomes in the CSU," describes the reasons for adopting the twelve principles that guided response to external agencies and proposal of recommendations. Chapter 4, "Recommendations for a California State University Assessment Policy" contains 15 recommendations that seek to balance various objectives and responsibilities. Three appendices contain current assessment practices at CSU, a summary of responses to a survey, and a bibliography of over 50 items. (JB)

**ED 359 855** HE 026 053

Halfond, Jay Diffenbach, John

**Making Strategic Planning Work with Numbers:**

**Responses to Enrollment Decline.**

Pub Date—Sep 92

Note—22p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Budgeting, \*College Administration, Decision Making, \*Declining Enrollment, \*Educational Planning, Financial Exigency, Higher Education, \*Long Range Planning, Models, Prediction, Resource Allocation, Retrenchment, \*Strategic Planning, \*Universities

This paper addresses the problem of shaping new strategies in the face of current enrollment declines at many colleges and universities. It describes an approach that applies a long term planning model that can incorporate the short-term realities of lower enrollments and budget constraints with projections for new strategic initiatives. The paper notes that too often the immediate budget pressures pushes creative strategic planning aside, therefore, it is necessary to have some sort of linkage in the planning process between long range strategic alternatives and the immediate market demands and budgetary realities. This article describes an approach to linkage that focuses on attaching numbers to strategic ideas. The paper argues that ideas are empty if not grounded in a pragmatic context where enrollment and financial projections can be intermingled with strategic factors to simulate a variety of future scenarios. The planning model presented assists a dean in anticipating the college's future while forcing a disciplined and comprehensive per-

spective of strategic alternatives. A sample simulation is provided following discussions of the model's construction, usage, and outcomes. (GLR)

ED 359 856 HE 026 489

Greenwood, Addison

**National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities.**

National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-041769-4; NCES-93-116

Pub Date—May 93

Note—192p.; For a related document, see ED 346 808.

Available from—Superintendent of Documents, U.S. Government Printing Office, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Standards, \*College Outcomes Assessment, \*College Students, \*Competency Based Education, \*Educational Assessment, \*Educational Objectives, \*Educational Planning, \*Evaluation Methods, \*Higher Education, \*Outcomes of Education, \*Program Development, \*Skill Development, \*Standards, \*Student Evaluation

Identifiers—\*National Education Goals 1990

This report explores the issues and concerns related to the development of a process to assess college student learning. Its primary focus is the attainment of National Education Goal 5.5 by the year 2000 which reads, "The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially." The primary source of information for this report came from a set of 15 papers commissioned as background for a study design workshop held in November 1991, 45 reviews of the papers, and the proceedings of the study design workshop, "National Assessment of College Student Learning: Issues and Concerns." Chapter 1 addresses what it means to undertake a national assessment of college student learning and raises issues inherent in such a national assessment. Chapter 2 considers what specific skills should be assessed (critical thinking skills, assessment in the workplace, assessment in the colleges—basic skills and general intellectual skills, literacy and writing assessments, and necessary research). Chapter 3 raises six standards and other measurement issues: (1) relationship of standards to the task of defining a national assessment of college student learning; (2) historical context for standards; (3) relationship of standards of National Assessment of College Student Learning to the overall charge of Goal 5; (4) the testing of subject-specific content domains; (5) reasonableness of a single set of standards; (6) and the debate over portfolio assessment and its relationship to standards and values issues. (Contains over 450 footnotes.) (GLR)

ED 359 857 HE 026 544

Grimes, Larry E.

**Thinking Across the Curriculum: A Summary of FIPSE Sponsored Project #G-00841209.**

Bethany Coll., W. Va.; East Central Colleges. Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[89]

Contract—G-00841209

Note—252p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Abstract Reasoning, Cognitive Development, \*College Faculty, \*College Students, \*Higher Education, \*Interdisciplinary Approach, \*Learning Strategies, \*Private Colleges, \*Program Descriptions, \*Program Evaluation, \*Staff Development, \*Thinking Skills, \*Undergraduate Study

Identifiers—Bethany College WV, \*East Central College Consortium, Heidelberg College OH, Hiram College OH, Marietta College OH, Mount Union College OH, Muskingum College OH, Otterbein College OH, \*Thinking Across the Curriculum, Westminster College PA

Between 1985 and 1988 eight colleges implemented a "Thinking Across the Curriculum" program and a procedure for assessing the impact of the program on the cognitive development and thinking skills of students. One hundred and twenty faculty members participated in the project and approximately 1,800 students studied in courses developed as part of the program. The project's two goals were to help faculty improve and enhance their ability to

teach thinking in traditional content based courses already part of the school curricula and to enable students to improve and enhance their thinking and reasoning skills by concentrating on the thought processes required of them in a variety of courses. Central program components were faculty development in student cognitive development, teaching and learning styles, and strategies for teaching thought in specific disciplines. A study of the program's impact included looking at student and faculty perceptions in a random selection of 26 courses and 506 students. The results suggested that courses with class sizes as large as 30 to 40 can be effectively revised to encourage vigorous thinking. Results also suggested that all fields of study can use a cross-curriculum program in teaching thinking. Appendixes comprising 90% of the document include evaluation/assessment plans, abstracts and course syllabi, plans for institutionalization, and sample articles and newsletters. (JB)

ED 359 858 HE 026 546

Grandin, John M.

**A Pilot Program in International Engineering.**

Rhode Island Univ., Kingston.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—31 Aug 91

Contract—G00873047389

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Engineering Education, \*German, \*Higher Education, \*Interdisciplinary Approach, \*International Education, \*Internship Programs, \*Majors (Students), \*Program Development, \*Second Language Instruction, \*Technical Education, \*Undergraduate Study

Identifiers—\*Engineering Curriculum, Germany, \*Technical Language, \*University of Rhode Island

During a 4-year period, the University of Rhode Island (Kingston) developed the International Engineering Program, a German-language focused model for undergraduate education in international engineering. The faculty in the College of Engineering and the German Section of the Department of Languages cooperated to develop the program. By expanding the undergraduate engineering experience to 5 years, students earned a Bachelor of Arts degree in German and a Bachelor of Science in one of the engineering disciplines. Students in the program took specialized technical German language courses as well as traditional courses in the German major, spent 6 months of the fourth year in a professional internship with an engineering firm in Germany, and took a capstone interdisciplinary engineering course offered in German by bilingual engineering faculty. Program organizers faced the challenges of recruiting and retaining students for the program, developing specialized German language courses with technical content, recruiting and training language faculty for teaching these language courses, and arranging internships abroad with engineering firms. The program brought prestige to the university and led to positive interaction with international firms in the region. The program graduated seven students in 1991. Appendixes contain two journal articles and notices describing the program. (JB)

ED 359 859 HE 026 547

Watt, James H.

**Assessing General Education Outcomes: An Institution-Specific Approach. Final Report.**

Connecticut Univ., Storrs.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[91]

Contract—P116B81881

Note—131p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Faculty, \*College Outcomes Assessment, \*General Education, \*Higher Education, \*Measures (Individuals), \*Program Evaluation, \*Student Attitudes, \*Teacher Attitudes, \*Test Construction, \*Undergraduate Students, \*Undergraduate Study

Identifiers—\*University of Connecticut

A 3-year research program at the University of Connecticut evaluated the effectiveness of a recently implemented general education curriculum on undergraduates. The research consisted of testing students for performance on locally developed test instruments created for each of six general education areas: (1) Science and Technology, (2) Foreign Languages, (3) Culture and Modern Society, (4) Philosophy and Ethical Analysis, (5) Social Science and Comparative Analysis, and (6) Literature and the Arts. Faculty and students were surveyed to determine their views. Test instruments for each of the six areas were developed by faculty, pilot tested one year and revised the next. Students were tested on the revised instruments during the final project year. The evidence pointed to modest, but clear, positive effects of the general education curriculum most evident in the Foreign Language and Science and Technology areas. Faculty reported strong and consistent support of virtually all goals of general education. Students, especially seniors, reported support for general education but showed dissatisfaction with lack of choice of courses within the curriculum. Extensive appendixes contain general education goal statements; sample procedures; a final testing report; project evaluation details; dissemination information; and summary reports used for dissemination. (JB)

ED 359 860 HE 026 548

Spicer, Stuart F.

**Improving Hospital Ethics Committees (HEC): Educating across the Health Professions.**

Connecticut Univ. Health Center, Farmington.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—31 Aug 89

Contract—G008730468

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, \*Ethical Instruction, \*Ethics, \*Higher Education, \*Hospital Personnel, \*Hospitals, \*Interdisciplinary Approach, \*Law Related Education, \*Legal Problems, \*Models, \*Outcomes of Education, \*Professional Continuing Education, \*Program Evaluation

Identifiers—\*Hospital Ethics Committees, \*University of Connecticut

A team at the University of Connecticut Health Center developed a model ethics and law curriculum for Hospital Ethics Committee (HEC) members. A multi-disciplinary project team composed of philosophers, lawyers, physicians, and social scientists developed a 7-day intensive bioethics/health law/medicine curriculum. The team designed the curriculum around three interrelated areas: committee structure and operation, analytic techniques, and topical issues. When the curriculum was in place, 47 participants from across the nation attended the seminars in three groups. Following the seminars, a working conference was convened for all 47 participants. Two significant outcomes were the production of a new bi-monthly journal, "HEC Forum," in which the essays written by the participants will be published, and the establishment of a national HEC network. To assess the impact of attendance on the seminar participants, information was gathered through the administration of scored pretests and posttests, and the completion of post-seminar evaluation forms by the participants, and informal feedback sessions following each seminar. Comparison of pretest and posttest performance showed that the test scores of 73 percent of the new HEC members improved, though only 44 percent of those with an intermediate amount of experience and 50 percent of the most experienced participants showed score increases. Contains 11 reference notes. (JB)

ED 359 861 HE 026 549

Harman, Marilyn J.

**Freshman Seminar Program: Chapman College.**

Final Report, 1987-89.

Chapman Coll., Orange, Calif.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[90]

Contract—G008730508

Note—150p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—College Faculty, \*College Freshmen, \*College Instruction, \*Curriculum Design, \*Faculty Development, \*Higher Education, \*Program Descriptions, \*Program Improvement, \*School Holding Power, \*Seminars

Identifiers—Academic Community, \*Chapman College CA, \*Freshman Seminars

Chapman College (California) developed a Freshman Seminar Program which provides a rigorous, integrative intellectual experience for students in the first semester of college study. The program's

aims were to provide students with a common learning experience, to provide a basic foundation in history, geography, literature and other fields; to improve students' skills in oral and written communication and in the analysis and interpretation of ideas; to strengthen freshmen advising; to build a sense of community among small groups of freshmen; and to improve retention from the first to the second semester and from the freshman to the sophomore year. Various strategies were employed to develop a sense of "esprit de corps" and academic community among the faculty. The actual freshman seminar was taught by approximately 20 faculty from various departments, and focused on the topic "war and peace." Students received constant mentoring as they made the transition to the college setting. The program succeeded in creating a new sense of intellectual excitement and academic community as demonstrated by increased retention of students and development of new courses and teaching strategies by faculty. Attachments making up 75% of the document include: a list of faculty participants, course syllabi, speaker series information, student evaluation results, materials from a special exhibit, faculty responses to the seminar, faculty workshop information, and community recognition materials. (JB)

ED 359 862

HE 026 550

Johnson, Reid  
South Carolina Higher Education Assessment  
(SCHEA) Project. Final Report.

South Carolina Higher Education Assessment Network, Rock Hill.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[92]  
Contract—P116B80923

Note—41p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), Accrediting Agencies, Cooperative Programs, Coordination, Educational Assessment, Educational Quality, Higher Education, Institutional Cooperation, Institutional Evaluation, Program Descriptions, Public Colleges, Regional Programs  
Identifiers—South Carolina

A consortium of South Carolina colleges and universities developed assessment programs which would fully satisfy state and accreditation assessment mandates and increase program quality and institutional effectiveness. A South Carolina Higher Education Assessment Network was established with a Coordinating Center at Winthrop College to provide organizational and technical assistance for member institutions, manage Network services and activities, and collect and produce assessment resource materials. The project itself featured 10 ongoing objectives: (1) formation of the Network; (2) organization of a state advisory board; (3) conduction of a needs assessment for member institutions; (4) organization of core groups of assessment leaders on member campuses; (5) holding an annual Statewide Assessment Conference; (6) establishment of an assessment clearinghouse and technical assistance center; (7) publication of a Network newsletter; (8) creation of an assessment primer; (9) dissemination of the primer; and (10) publication and dissemination of information on the Network to media, professional organizations, and the institutions outside the Network. All goals with the exception of the fourth one were accomplished with high degrees of participation and satisfaction by members. By the end of the program implementation period, the Network had 42 institutional and agency members including all 33 public colleges and universities in the state. Project Director comments are appended. (JB)

ED 359 863

HE 026 551

Strachan, Kristine  
Capstone-Cornerstone Program for Reform of Legal Education at the University of Utah College of Law.

Utah Univ., Salt Lake City.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[90]  
Contract—G008642080

Note—37p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, Curriculum Development, Educational Change, Higher Education,

\*Law Schools, Law Students, \*Legal Education (Professions), Program Descriptions, \*Program Development, Program Implementation  
Identifiers—\*University of Utah

The University of Utah developed and implemented a project for curricular reform at its Law School called "Capstone-Cornerstone." It was designed to provide each year of legal education with a distinctive purpose and a logical progression in the acquisition of knowledge and development of skills, provide different levels of exposure to subjects, and promote diverse teaching and evaluation methods. The program retains the traditional first year curriculum. Most of the traditional second year curriculum was restructured into 13 Cornerstone courses devoted to imparting foundational doctrine and skills necessary for either a well-rounded legal education or advanced third-year studies. Third year Capstone courses provide an advanced and rigorous experience involving extensive research and writing, interdisciplinary breadth, and integration of legal doctrine, lawyering skills and ethics. Judged against the goals originally set to provide a unified educational experience in which the basic skills, knowledge and values are acquired in a coherent fashion, the program was only a qualified success. However, the program did achieve many of its intermediate goals and in certain respects had a positive and potentially long lasting impact on the curriculum. Appendixes contain enrollment reports. (JB)

ED 359 864

HE 026 552

Schilling, Karl L.  
Assessing Models of Liberal Education: An Empirical Comparison.

Miami Univ., Oxford, Ohio.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[91]

Contract—G008730475

Note—179p.; Subtitle varies slightly on abstract page.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—College Outcomes Assessment, College Students, Comparative Analysis, Cross Sectional Studies, General Education, Higher Education, Individual Development, Intellectual Development, Liberal Arts, Longitudinal Studies  
Identifiers—Miami University OH

A study was done to examine the impact of two different models of liberal education on students at Miami University (Ohio). Students enrolled in two general/liberal education programs completed a wide-ranging battery of instruments to assess the impact which their educational experiences had on their intellectual and personal development. The class of 1989 was administered a battery of tests during their first, sophomore, and senior years. Tests included the American College Testing COMP; the Test of Thematic Analysis; Analysis of Argument; Measure of Epistemological Reflection; and the American College Testing Activity Inventory. For cross-sectional studies students in both programs completed seven assessments and a structured interview. These instruments were used to evaluate the performance of students enrolled in an interdisciplinary, core curriculum as compared to that of students taking a disciplinary, distribution general education program. Results suggested a number of differences between the two groups. On measures of liberal arts skills, cognitive development, student culture/campus ethos, and academic behavior the groups had some notable differences in their responses. Extensive appendixes contain an overview of the testing schedule, results of student culture testing, a summary of program survey results, information on a program award, two proposals, and sponsor assessment comments. (JB)

ED 359 865

HE 026 554

Fullilove, Mindy And Others  
UCSF Medical Scholars Program, 1986-1987.  
California Univ., San Francisco. School of Medicine.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—30 Sep 89  
Contract—G008642191

Note—34p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Career Choice, College Applicants, Females, Higher Education, Medical Education, Medical

Schools, Medical Students, \*Minority Groups, Peer Teaching, Student Research  
Identifiers—\*Academic Professions, National Board of Medical Examiners, \*University of California San Francisco

The University of California San Francisco's Medical Scholars Program was designed to encourage women and minority students to consider careers in academic medicine. The program ensured academic success in the basic pre-medical courses through the use of peer learning groups and exposed students to research opportunities through informal discussion and summer research participation. The program operated for 3 years and served 93 white students (29% of those entering in that period) and 71 non-white students (70% of those entering in that period). During the program the number of minority students participating in summer research doubled; minority failures in pre-clinical courses declined; and the impact of pre-medical school achievement on the National Board of Medical Examiners Part 1 ceased to be a significant predictor of students' actual scores. The program also appeared to have a school-wide effect in increasing the use of group study, in decreasing the onus on "help-seeking," and in promoting consideration of academic careers. Finally, the program created an infrastructure of medical student teachers who serve as a peer support group to first-year students. The report's three sections include a quantitative analysis of the program and its effect on student performance on the National Board Examination, a summative qualitative analysis based on student interviews, and a description of summer research experiences. (JB)

ED 359 866

HE 026 555

Moore, Gordon And Others

A Randomized Controlled Trial Evaluating the Impact of the New Pathway Curriculum at Harvard Medical School. Final Report.

Harvard Univ., Cambridge, Mass. Medical School.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—29 Nov 90

Contract—G008730472-89

Note—43p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Career Choice, Comparative Analysis, Curriculum Development, Experimental Curriculum, Higher Education, Interdisciplinary Approach, Medical Education, Medical Schools, Medical Students, Mentors, Outcomes of Education, Program Evaluation, Student Centered Curriculum  
Identifiers—\*Harvard University Medical School MA

In 1985 and 1986, two randomly selected groups of Harvard Medical School students entered either the traditional program or the New Pathway, a redesigned medical curriculum with a 3-year longitudinal course structure involving the same small group of students and teachers. The program features the interweaving of material from other disciplines; emphasis on self-reflection; a mentoring relationship between students and teachers within the small groups; and opportunities to discuss and reflect on experiences that occurred during rotations. An evaluation of the program's effects involved analysis of career preferences and educational experiences, observed information on student performance, self-report data, and test data from standardized patient and National Board scores. These results showed that the New Pathway students preferred a student-directed environment, studied differently, and demonstrated a stronger orientation towards "deep" learning. The students in the new curriculum were more humanistic in orientation, possessed better relational skills, and had superior knowledge of social and behavioral science. In addition they were more challenged, better known to the faculty, and somewhat more anxious. There were no differences in biomedical cognitive performance measures or career choices. Includes appendixes detailing evaluation instruments, giving summary tables of learning and psychosocial behaviors, and listing 25 references. (JB)

ED 359 867

HE 026 557

Anderson, Steve

Teaching Excellence in the Liberal Arts.

Arkansas Univ., Little Rock.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—31 Aug 88

Contract—G008730484



Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, College Instruction, Educational Assessment, Educational Quality, Faculty Development, Higher Education, Humanities Instruction, Instructional Improvement, Liberal Arts, Program Proposals, Teacher Evaluation

Identifiers—University of Arkansas Little Rock

A planning and discussion committee was formed at the University of Arkansas (Little Rock) to evaluate the role that faculty teaching assessment might take in a planned liberal arts teaching excellence project. The committee leader attended an Assessment Strategies Workshop conducted by Trudy Banta at the University of Tennessee. The committee head then shared materials from the workshop with all committee members and other faculty and had a research assistant check the availability of all bibliographical material, about half of which was readily available. The committee met continuously for project planning over the weeks following the workshop in order to prepare the project proposal for liberal arts teaching excellence. Though the committee's proposal for further funding was denied, the discussion committee's work had many beneficial results including increased understanding by faculty participants of assessment and its role in higher education. The committee developed resource materials for assessment and identified library holdings, a draft for a faculty development project was produced and participants are positioned to plan future projects. Appended is a copy of the draft project proposal on faculty development. (JB)

ED 359 868

HE 026 558

Tesconi, Charles A.

Planning Grant To Initiate a National Center for Transition to Teaching. Final Report.

American Univ., Washington, DC. School of Education.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—30 Aug 91

Contract—P116B00208

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advisory Committees, Alternative Teacher Certification, Career Change, Early Retirement, Elementary Secondary Education, Feasibility Studies, Government Employees, Higher Education, Military Personnel, Outreach Programs, Teacher Education Programs, Teacher Recruitment, Teacher Shortage

A study tested the feasibility of recruiting career switchers, early leavers and retirees from government and military service to teaching. The study also documented the need for a National Center for Transition to Teaching (NCTTT). The effort established a National Board of Advisors consisting of 17 high-level military, government, and university educators. Exploratory outreach consisted of advertising, direct mail, a recruitment meeting, and collateral activities. Project findings indicated that certain conventional recruitment methods can attract interest. Advertising in a Washington-area chain of military weeklies generated 143 inquiries and a poster campaign to 450 government and military offices resulted in 3 inquiries a week. In addition educators who had developed similar programs offered encouragement and specific cautions. Finally, high-level military and government officials endorsed efforts to enable the transition of their personnel into teaching careers. In addition the study revealed that there are programs for these recruits but that they tend to operate in isolation from each other. The study findings also suggested that institutionalization of a NCTTT should be decoupled from recruitment and that such a Center should focus more on research, placement, information clearinghouse activities, and general service provision. An appendix lists members of the National Advisory Board. (JB)

ED 359 869

HE 026 565

A Study of Faculty Needs in Texas, 1991-2008. A

Report to the Texas Higher Education Coordinating Board by the Faculty Shortages Advisory Committee.

Texas Higher Education Coordinating Board, Austin.

Pub Date—Jan 92

Note—110p.

Available from—Texas Higher Education Coordinating Board, P.O. Box 13780, Austin, TX 78711.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Faculty, Community Colleges, Comparative Analysis, Departments, Enrollment Trends, Higher Education, Long Range Planning, Minority Group Teachers, Postsecondary Education, Public Colleges, Statistical Data, Teacher Recruitment, Teacher Shortage, Teacher Supply and Demand, Trend Analysis

Identifiers—Texas

This report predicts that, during the next two decades, Texas colleges and universities will have increasing enrollments with larger increases in minority students. Quantitative and anecdotal evidence indicates faculty hiring will become more difficult in this and the next decade if current trends continue, particularly in minority faculty where there already exists a shortage of African American and Hispanic college faculty. This report examines the faculty shortage needs of Texas in the public senior universities and junior colleges and makes a determination of how the state will be affected by the projected nationwide shortages. The report provides recommended approaches to alleviating the expected problems which focus on: (1) increased efficiency in use of faculty resources; (2) increased production of doctoral degree holders; and (3) efforts to increase the number of minority graduate students. Appendices, comprising over 30 percent of the report, contain data tables detailing anticipated staffing and hiring requirements for Texas colleges and universities for all faculty and for each academic discipline. Also, the appendix surveys survey results from Texas public senior and community colleges concerning faculty hiring difficulties. (GLR)

ED 359 870

HE 026 566

Short, Edmund C.

Knowledge and the Educative Functions of a University: Designing the Curriculum of Higher Education.

Pub Date—Dec 92

Note—16p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, College Instruction, Curriculum Development, Educational Needs, Educational Objectives, Educational Planning, Education Work Relationship, General Education, Higher Education, Intellectual Disciplines, Majors (Students), Reliance (Education), School Effectiveness, Student Educational Objectives

Examination of almost any university's curricular goals or expectations and the actual courses taken by particular students demonstrates significant discrepancies between the rationale and the actuality and between the intentions of general or specialized education and the knowledge made available in the courses taken. A major reason for the existence of these discontinuities lies with the assumption that the organization of the curriculum of higher education should be done in the same manner that the university organizes to do its research and knowledge production. This essay sets forth a plan for organizing the curriculum of higher education that takes into account the difference between academic or disciplinary knowledge and mission-oriented or practical knowledge. This plan is oriented around four types of mission-oriented knowledge: knowledge required as a citizen and human being (serving the general education function); knowledge required for a specialty or profession; knowledge required to conduct research and advance knowledge itself; and knowledge pertaining to the education of people in these four domains. Contains nine references. (GLR)

ED 359 871

HE 026 568

Millar, Susan Bolyard

Monological Innovation versus Polylogical Improvement.

Pub Date—Apr 93

Note—31p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Change Agents, Change Strategies, Colleges, Educational Planning, Higher Education, Institutional Advancement, Long Range Planning, Organizational Change, Organizational Communication, Organizational Objectives, Universities

This paper addresses what characteristics of institutional approaches to change succeed in achieving stated institutional aims within a higher education context. It asserts, through an examination of two case studies, that successful organizational change depends on context-laden feedback-driven processes that result in steady incremental improvement. Further, it argues that successful organizational reform depends on polylogical leaders who: (1) develop an understanding of the cultural realities of different internal and external constituents—with themselves included as key constituents; (2) relate to different constituents in terms of their respective cultural realities in order to establish new expectations of the organization; and (3) work with each significant internal and local group to raise expectations, and then to close that group's expectation/experience gaps. The challenge of planning and implementing organizational change, therefore, lies in ensuring that constituents become creatively engaged in the process of bridging the gap between raised expectations and actual experience. (Contains 12 references.) (GLR)

ED 359 872

HE 026 569

Bogler, Ronit

Public Loss of Confidence in the U.S. Government: Implications for Higher Education.

Pub Date—16 Apr 93

Note—23p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, College Faculty, Credibility, Educational Quality, Federal Government, Futures (of Society), Government School Relationship, Higher Education, Mass Media Effects, Public Opinion, Resource Allocation, School Effectiveness, School Support, Teacher Attitudes

The unsatisfactory status of higher education in the United States has many explanations, such as the declining value of scholarship and academic ethos and the neglect of teaching obligations in favor of research duties. This paper posits another theory for the skepticism toward academic institutions: the general loss of confidence of the American people toward their government. This general feeling of distrust is described in terms of a disease in which the most influential institution, the government, becomes infected first, followed by similar infections to the other institutions. The relationships between the federal government and the academic institutions, between the public and the learning establishments, and the effects of the mass media are discussed, including problems of the professorate and the tension that has developed between teaching and research obligations. The paper concludes with a call to faculty to take advantage of the current change in the political climate and act toward changing the general atmosphere surrounding academia. (Contains 41 references.) (GLR)

ED 359 873

HE 026 570

Lyman, Linda L.

Connected Knowing: Evaluating a Women and Leadership Seminar.

Pub Date—Apr 93

Note—33p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Descriptions, Course Evaluation, Course Objectives, Elementary Secondary Education, Evaluation Methods, Graduate Study, Group Discussion, Group Dynamics, Group Instruction, Higher Education, Leadership Training, Professional Development, Seminars, Student Reaction, Teaching Methods, Women Administrators

Identifiers—Bradley University IL

This paper reports on an evaluation of the effectiveness of a graduate seminar on "Women and Leadership" attended by 18 participants during the 1992 winter interim at Bradley University, Peoria, Illinois. The course was based on theoretical as-

sumptions from the literature about leadership and about women's development. The three major course objectives were: (1) to encourage development of each woman's "voice"; (2) to enhance each woman's leadership effectiveness; and (3) to raise each woman's professional aspirations. The paper includes a description of course design, materials, and activities. The evaluation comprises analysis of essay responses to final exam questions, responses on the university's required faculty form, and responses to a follow-up questionnaire completed 6 months after the course ended. Evaluation indicated that the course was highly effective in accomplishing the three objectives and that this success was related to the course's structure and design. Self-confidence of each participant was enhanced due to the exploration of the concept of "voice" and the idea that women may lead differently from men and still be effective. Class participants, encouraged by each other and through the examples of the guest speakers, illustrate that, through mutual effort and sharing, the group achieves more than any individual could alone. (GLR)

**ED 359 874** HE 026 571

*Thusty, Roger. And Others*  
**Cooperative Learning in a College Chemistry Course.**

Pub Date—Apr 93  
Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Academic Achievement, Chemistry, Comparative Analysis, \*Cooperative Learning, Higher Education, Research, Science Instruction, \*Sex Differences, \*Student Attitudes, \*Student Reaction, Undergraduate Students, Undergraduate Study

This report examines an attempt to use cooperative learning in two sections of a college chemistry course and focuses specifically on male and female student attitudes and achievement in the course. A total of 46 students participated. One lab section used cooperative structures throughout an entire 16-week semester while the other section used independent lab structures until week 8 at which time cooperative learning was employed. While cooperative learning did not produce differences in achievement along gender lines, there were discernible differences in male and female attitudes toward cooperative learning and in the effects that cooperative learning might have on attitudes and beliefs toward chemistry. Cooperative learning reduced the negative slide on self-perception of ability, interest, and effort among females. Furthermore, the preference for this mode of learning was heightened among females. A major adverse effect was that females expressed a disproportionate feeling that their individual performance might have negative effects on others in such practices as group grading and jury sawing information for student presentation. The survey form is appended. (GLR)

**ED 359 875** HE 026 572

*Sorcinelli, Mary Deane. Billings, Deborah A.*  
**The Career Development of Pretenure Faculty: An Institutional Study.**

Massachusetts Univ., Amherst. Center for Teaching.

Pub Date—92  
Note—36p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Career Development, College Faculty, Collegiality, Comparative Analysis, Employer Employee Relationship, Higher Education, Job Enrichment, \*Job Satisfaction, \*Nontenured Faculty, Quality of Working Life, Questionnaires, \*Teacher Attitudes, \*Teacher Morale, \*Work Attitudes

Identifiers—\*University of Massachusetts Amherst  
A study examined untenured faculty at the University of Massachusetts (Amherst) to determine their job satisfaction and work stress, changes in these areas over time, and ways the university could enrich their job experience. Two cohorts were studied via questionnaires. The first cohort comprised first-year faculty (N=23) and the second comprised all other tenure-tracked faculty (N=185). Questionnaires were returned by 100 faculty in the sec-

ond cohort, and by 19 of 23 faculty in the first cohort; 20 of the first cohort faculty were also interviewed. Findings showed that from optimistic and enthusiastic beginnings, work stress increased and job satisfaction deteriorated over time. Budget restrictions and less resource availability were seen as being detrimental to career development. New faculty desired more assistance than they received in adjusting to their new setting and in establishing themselves as researchers and teachers, a condition particularly strong in female faculty. Finally, 82 percent of faculty, after their first year, indicated a likelihood of seeking jobs with other universities within the next year. These results suggest a greater need to provide social, intellectual, and physical support in attracting, developing, and retaining new and junior faculty, and recommendations for this are provided. Contains 10 references and 10 tables. (GLR)

**ED 359 876** HE 026 573

*Kaczynski, Daniel J.*  
**Condoning Drug Education Programs at Colleges and Universities.**

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.  
Pub Date—15 Apr 93

Note—7p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Colleges, Community Colleges, \*Consortia, \*Cooperative Planning, \*Drug Education, Higher Education, \*Organizational Effectiveness, Policy Formation, Postsecondary Education, \*Prevention, Program Improvement, Summative Evaluation, Universities

Identifiers—\*Alabama, \*Florida

This report presents the evaluation results gathered from a 2-year study of a drug prevention program involving a consortia of nine colleges and universities located in Alabama and Florida. The consortia effort was intended to: (1) strengthen their respective drug prevention activities; (2) develop policies governing alcohol and drugs; (3) implement institution-wide drug education and prevention programs; and (4) establish a network of prevention specialists on each campus with plans for continuity. Although many of the goals were achieved, formal institutionalization of the consortia remains doubtful, and cessation of federal funding has caused organizational leadership to become questionable. Several of the consortia institutions have demonstrated significant staff reassignments and turnover during the grant period. While a support network of contacts has been provided to the consortia members, the lack of consistent support and commitment makes it unlikely that staff will be able to firmly establish strong consortia leadership. (GLR)

**ED 359 877** HE 026 574

*Tuckman, Bruce W.*  
**Motivational Components of College Students' Performance and Productivity.**

Pub Date—Apr 93  
Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Age Differences, College Juniors, College Seniors, Comparative Analysis, Higher Education, \*Performance Factors, Productivity, Research, Secondary Education, Self Efficacy, Student Development, \*Student Motivation, Teacher Education, \*Test Results, Undergraduate Study

This study was aimed at extending previous correlational findings on the motivational components of test performance, studied among seventh graders by Pintrich and De Groot, to college students and to sequential task performance, including a voluntarily performed task. Performance was also examined under different experimental conditions of incentive value. A total of 125 junior and senior class college students preparing to become teachers participated in the study's two parts. In the correlational part, a factor structure somewhat similar to that of Pintrich and De Groot was found with a self or attitude factor (reflecting different measures of self-efficacy), an ability/achievement or intellectual factor (reflecting test score performance), and an incentive or emotional factor (reflecting the value of choosing

to perform). In the experimental part, incentive value was also found to relate to voluntary or self-motivated performance. The greater importance of incentive value as a motivator in this study, in comparison to the earlier study of seventh graders, was surmised to be a function of the importance of grades in the college setting. Contains 13 references. (GLR)

**ED 359 878** HE 026 575

*Karseth, Berit*  
**The Emergence of a New Educational Program at the University of Oslo.**

Pub Date—Apr 93  
Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - General (140)—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*Curriculum Development, \*Departments, \*Educational Development, Foreign Countries, Higher Education, Interdisciplinary Approach, \*Organizational Communication, \*Politics of Education, Undergraduate Study

Identifiers—\*University of Oslo (Norway)  
This paper discusses the emergence and the establishment of new educational programs in universities by describing a theoretical approach and reporting an empirical study of the development of one interdisciplinary department (the Institute for Media and Communication) at the University of Oslo (Norway). It is argued that the emergence of new educational programs can be understood as a result of the interplay, or discourses, between the internal factors (the knowledge traditions) and the external factors (politics of knowledge), a construction shaped by negotiation between individuals inside and outside the field of knowledge in a specific social and historical setting. The case study involved interviews with 11 faculty members of the Institute, interviews with people not in the department but instrumental in its establishment, and evaluation of relevant written material. Results are interpreted in terms of the arguments behind the emergence of the Institute including: the debates and introduction of media as a school topic; the organization of media and public policy; and arguments and motives of persons within the University.

The development of a fully integrated curriculum and the Institute's final location within the Faculty of the Arts are recounted. (Contains 44 references.) (GLR)

**ED 359 879** HE 026 576

*Topor, Robert S.*  
**Media & Marketing—A Powerful New Alliance for Higher Education.**

Report No.—ISBN-0-03905623-4  
Pub Date—93

Note—157p.

Available from—Educational Catalyst Publications, 280 Easy Street, Suite 114, Mountain View, CA 94043-3736 (\$35).

Pub Type—Books (010)—Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—Colleges, \*Communications, Cooperatives, Higher Education, Institutional Advancement, \*Marketing, \*Mass Media Role, \*Mass Media Use, Media Research, Media Selection, Postsecondary Education, \*Publicity, \*Public Relations, Universities

Identifiers—\*ProNet

This book presents a step-by-step account of how to work with print and electronic media to achieve higher education marketing results. Chapters examine how to be the media/marketing person on campus, develop a media and marketing plan, gain access to the press and market the institution through news and the media, and getting higher education stories aired on radio, television, and into print. In addition, the book discusses the development and use of a higher education media list, provides tips from higher education news professionals on the use of the media, and examines the use of the media when handling crisis situations. The final chapters provide advice on how to measure the success of media campaigns as well as identifying reasons for success, and discuss the importance of using global thinking when designing media and marketing plans so that the institution's image is properly projected to the right audience. Information on using ProNet, a cooperative of college and university public information officers linked via Internet to provide journalists and authors access to experts on

the nation's campuses, is also provided. Contains a 63-item bibliography. (GLR)

**ED 359 880** HE 026 577

Konrad, Abram G.

**A Green Paper on Board Governance of the Colleges of Applied Arts and Technology in Ontario.**

Pub Date—Apr 93

Note—42p.

Pub Type—Reports - General (140) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Role, Administrator Selection, \*College Administration, Colleges, Foreign Countries, \*Governance, \*Governance Boards, Government Role, \*Government School Relationship, Higher Education, Models, Political Issues, \*Politics of Education, Universities

Identifiers—\*Colleges of Applied Arts and Technology

This paper examines the college board governance system of the 23 Colleges of Applied Arts and Technology in Ontario, Canada, with an assessment of specific issues related to the system's effectiveness and suggestions for improvement. Contextual factors currently affecting the role of governing boards are discussed including a decline of authority, confusion of mission, the politicization of the campus, accountability, and financial problems. The paper then examines what roles governing boards should perform, including the role played by the board's president; what the board's composition should be; the differences and issues concerning developing boards around either the community or constituency models; and how board members should be selected and paid. Finally, recommendations are presented on ways to strengthen college governing boards so they may respond appropriately to community needs in light of the considerable social, economic, and political changes occurring in Canada. Recommendations include adherence to a community model of board governance, the development of conflict of interest guidelines for governing boards, and a close monitoring of the composition of governing boards for the purpose of increasing board effectiveness. Contains 37 references. (GLR)

**ED 359 881** HE 026 578

**Parity 2000: Achieving Equity for Women in Higher Education. Report of the Council for Women in Higher Education.**

Texas Higher Education Coordinating Board, Austin.

Pub Date—Dec 91

Note—42p.

Available from—Texas Higher Education Coordinating Board, P.O. Box 13780, Austin, TX 78711.

Pub Type—Reports - General (140) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Accountability, College Faculty, Community Colleges, Employment Level, \*Employment Patterns, \*Equal Opportunities (Jobs), Faculty Recruitment, Higher Education, Labor Turnover, Organizational Climate, Public Colleges, \*Quality of Working Life, \*Salary Wage Differentials, Sex Discrimination, Universities, \*Women Administrators, \*Women Faculty

Identifiers—\*Texas

This report addresses the issues of underrepresentation and equity involving women in Texas colleges and universities. These issues include the numbers of women administrators and faculty, salary and compensation differentials, recruitment and retention of women in faculty and administrative ranks, the climate for women in higher education, and methods for measuring outcomes related to these issues and assuring accountability. The first and second sections provide statistics, within the text and appendices, that document the underrepresentation of women in terms of their faculty or administrative rank and salary. The third section addresses the climate for women in Texas higher education, including both the atmosphere in which women work and study and issues related to families and supportive services which would improve the environment for both men and women in higher education. The report's final section develops a set of goals, objectives, and an action plan for achieving parity in higher education faculty, administration, and governing boards. Appendices provide recommendations for collecting supplemental data and developing institutional plans as well as a list of methods and procedures for recruiting, retaining,

and promoting women in higher education. (GLR)

**ED 359 882** HE 026 579

**Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Year 1992. Report to the Congress.**

Comptroller General of the U.S., Washington, D.C. Report No.—GAO/AIMD-93-04

Pub Date—Jun 93

Note—49p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (1 copy, free, \$2 each additional copy).

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Audits (Verification), \*Compliance (Legal), \*Efficiency, \*Federal Aid, Federal Legislation, Federal Programs, Financial Audits, Higher Education, Paying for College, Program Administration, Recordkeeping, \*Student Financial Aid, \*Student Loan Programs

Identifiers—\*Family Education Loan Program

This report presents the results of an audit of the Principal Financial Statements of the Department of Education's Federal Family Education Loan Program and its internal controls and compliance with laws and regulations for the fiscal year ended September 30, 1992. The report details the following findings: (1) the Statement of Cash Flows were found to be reliable in all material respects; however, it was not possible to give an opinion on the Principal Statements taken as a whole; (2) internal controls in operation were ineffective in protecting assets and assuring that there were no material misstatements in the Principal Statements; however, they were effective in assuring material compliance with laws related to the use of budget authority and with significant provisions of other laws and regulations; and (3) no material noncompliance with laws and regulations were detected. In addition to these discussions, the report offers conclusions on the Overview of Financial Entity and other supplemental information and the scope of the audit. (GLR)

**ED 359 883** HE 026 580

**Student Loan Program Simplification: Final Report. A Report to the Congress of the United States and the Secretary of Education.**

Advisory Committee on Student Financial Assistance, Washington, DC.

Pub Date—Jul 93

Note—32p.; For the interim report, see ED 358 764.

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Change Strategies, Educational Legislation, \*Efficiency, Federal Aid, Federal Legislation, Federal Programs, Higher Education, Paying for College, Postsecondary Education, Program Administration, Program Effectiveness, Program Evaluation, \*Program Improvement, \*Student Financial Aid, \*Student Loan Programs

Identifiers—\*Direct Lending, \*Family Education Loan Program

This Advisory Committee's final report presents study activities, findings, and recommendations for the simplification of the Federal Family Education Loan Program (FFELP). Analysis showed that the current FFELP program structure and operations are needlessly complex and require major reform. An interim report providing recommendations for the restructuring of the FFELP also offers key recommendations for structuring a streamlined direct lending program. The Committee recommended the consolidation of FFELP participants, creation of a single loan program with standard terms and conditions, refinancing provisions, and integration of the loan process into the existing Title IV delivery system. Further, the Committee suggested that any new direct lending program would require minimal interface with the prior FFELP, beyond capture of default information, be a centralized federal program, and have minimal numbers of participants outside the educational institutions. Additional implementation imperatives reported for future student loaning required (1) access to loan capital being maintained for all populations; (2) full integration of the student loan program into the existing Title IV delivery system to minimize the burden on students and institutions; and (3) care in keeping a reformed program from becoming extremely complex. Appendices include a description of recommendations for simplifying the FFELP and the direct lending program. A summary letter is attached. (GLR)

**ED 359 884** HE 026 581

Holten, David D. Nilson, Linda B.

**Graduate Education: Turning Graduate Students into Professors. Final Report.**

California Univ., Riverside.

Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date—31 Jul 90

Contract—P116B80227-89

Note—113p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Faculty Development, \*Graduate Students, Higher Education, \*Teacher Education Programs, Teacher Evaluation, \*Teaching Assistants

Identifiers—\*University of California Riverside

In response to the need for better trained teaching assistants to serve a growing undergraduate population, this project established a campus-wide Teaching Assistant Development Program (TADP) at the University of California Riverside. Project efforts included inviting departmental participation in shaping teaching assistant (TA) seminar content; focusing seminars on "practical" instructional, testing and grading techniques; developing three "disciplinary cluster" seminars; fostering cooperative TA-faculty relations in the seminar's content; and inviting departments to develop their own TA training programs. In addition the project actively promoted TADP services and benefits in meetings with departments, in publications and memos, as well as successfully courting the campus press for favorable coverage of its events and services. Project results included public accolades from top administrators, funding for additional equipment for the next fiscal year, heightened campus commitment to teaching, reduced numbers of low-evaluated (problematic) TAs by 33 percent, and improved student ratings of first- and second-year TAs. In addition the project compiled a book of readings from other TA handbooks and newsletters and published an original TA handbook and a quarterly TA newsletter. Extensive appendices contain correspondence and memos from the project, event announcements, evaluation forms, student evaluations, three issues of a TA newsletter, the Tadpole, and a quarter report for fall 1989. (JB)

**ED 359 885** HE 026 582

Luedtke, Jacqueline R.

**Maximizing Participation of Women in Collegiate Aviation Education. NIAR Report 93-14.**

Wichita State Univ., KS. National Inst. for Aviation Research.

Report No.—NIAR-R-93-14

Pub Date—93

Note—115p.; Ed.D. Dissertation, Oklahoma State University.

Available from—National Institute for Aviation Research, 1845 Fairmount Box 93, Wichita, KS 67260 (\$7.50).

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Administrator Attitudes, \*Aviation Education, \*Career Choice, \*College Faculty, Colleges, Higher Education, Sex Bias, Sex Differences, Teacher Attitudes, Undergraduate Study, \*Women Faculty

Identifiers—Aviation, \*Aviation Occupations

A study was done to examine the reasons for the low number of women in collegiate aviation education by focusing on the number and status of women aviation educators and on attitudes toward women in aviation. Information was sought from each of the 67 four-year University Aviation Association member institutions, with a response rate of 63%. Structured telephone interviews with 47 aviation program directors and aviation collegiate educators at the 42 responding institutions were conducted. The instrument requested data concerning the present status of women in collegiate aviation education and used open-ended questions to allow respondents to recommend changes. Analysis revealed that women hold 10.5 percent of the full-time aviation faculty positions, that women hold 8.8 percent of the earned doctorates in the technologically related field of engineering, and that 5.2 percent of Certified Flight Instructors are women. Responses from the 13 female interviewees indicated that the majority of them became involved in the profession by accident. Several respondents indicated that mentoring is important in a woman's career. Suggestions to women interested in collegiate aviation edu-



cation included: networking, joining professional organizations, participating in conferences, acquiring higher degrees in education, acquiring as many flight ratings as possible, becoming more aggressive, seeking leadership from women, and being a role model for other women. (Includes a copy of the instrument, a list of participating institutions, information on the researcher, and a 125-item bibliography. (JB)

ED 359 886 HE 026 583

Webster, Jeff. Ed.

Annual NASSGP/NCHLP Research Network Conference Proceedings (5th, Denver, Colorado, May 25-27, 1988).

National Association of State Scholarships and Grant Programs; National Council of Higher Education Loan Programs.

Pub Date—27 May 88

Note—245p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Blacks, College Students, \*Educational Finance, \*Educational Trends, Eligibility, Federal Legislation, Federal Regulation, Graduate Students, \*Higher Education, Institutional Research, Loan Default, Loan Repayment, Paying for College, Scholarship Funds, Student Costs, \*Student Financial Aid, Student Financial Aid Officers, Student Loan Programs, Trend Analysis, Tuition

Identifiers—Colorado, Financial Aid Recipients, Guaranteed Student Loan Program, Maryland, Minnesota, New England, New Jersey, Pell Grant Program

This volume presents papers from a 1988 conference on collegiate student financial aid which focused on trends in the cost of higher education, student loan defaults, trends in borrowing, the impact of congressional legislation, and state-level financial aid research. The papers are grouped in five sections corresponding to the five topics, and each section begins with abstracts of the papers it contains. Section I: "Major Trends in the Cost of Higher Education and Student Aid" contains "College Costs and Student Aid" (Kenneth C. Green); "Pell Grant Program Changes and Their Effects on Applicant Eligibility, 1973-74 to 1988-89" (Tom G. Mortenson); and "Trends in Financial Aid Among Blacks and Non-Blacks in Maryland" (Michael J. Keller). Section II: "Understanding and Addressing Student Loan Defaults" contains "The Operation of the Guaranteed Student Loan Program in Minnesota, 1977-1985" (Saul Schwartz and Sandy Baum); "The Reduction of Student Loan Defaults in New Jersey" (Lutz K. Berkner); "Toward an Understanding of Why Defaulters Repay" (Marilyn Pedalino and Cynthia Chopick); "Student Loan Defaults: One State's Approach" (Robert Fomer); and "Identification of High Risk Borrowers" (Richard H. Wedemeyer). Section III: "Trends in Student Borrowing" contains "The Changing Patterns of Supplemental Borrowing: A Profile of Emerging Family Education Debt" (Thomas D. Parker); "The New England Student Loan Study: The Impact of Student Loans on Borrowers" (Sandy Baum and Saul Schwartz); "Borrowing Patterns Among Graduate and Professional School Students" (James P. Honan). Section IV: "Projecting the Impact of Congressional Methodology" offers "The Impact of Congressional Methodology on New Jersey Dependent College Undergraduate Aid Eligibility" (Lutz K. Berkner); "The Impact of Congressional Methodology on the Minnesota State Scholarship and Grant Program" (Gerald L. Setter); "Impact of Congressional Methodology on University of Minnesota Twin Cities Campus Financial Aid Applicants" (Reed Carpenter). Section V presents "State-Level Options in Financial Aid Research" (Porfirio Diaz, John Klacik, and Marilyn Sango-Jordan). A final section lists conference attendees with addresses and telephone numbers. (JB)

ED 359 887 HE 026 584

Davis, Jerry S. Ed.

Proceedings for the Annual Conference of the NASSGP/NCHLP Research Network (6th, Washington, D.C., June 7-9, 1989).

National Association of State Scholarships and Grant Programs; National Council of Higher Education Loan Programs.

Pub Date—Jan 90

Note—441p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Access to Education, Blacks, College

RIE DEC 1993

Students, \*Educational Finance, \*Educational Trends, Eligibility, Federal Legislation, Federal Regulation, Graduate Students, Higher Education, Institutional Research, Loan Default, Loan Repayment, \*Minority Groups, Paying for College, Scholarship Funds, Student Costs, \*Student Financial Aid, Student Financial Aid Officers, Student Loan Programs, Trend Analysis, Tuition

Identifiers—National Postsecondary Student Aid Study, National Service

This proceedings contains 25 papers, the conference agenda, and summaries of other presentations of a 1989 conference on student financial aid. The following papers are included: "Minorities in Higher Education in the 1970s and 1980s—What the Current Population Surveys Tell Us" (Paul M. Siegel); "Estimating Minority Participation in College: Problems and Prospects" (Michael L. Tierney); "Post-High School Plans and Aspirations of Black and White High School Graduates: What Has Changed Since the Mid-1970s?" (Robert M. Hauser); "Vanishing Dreams: The Growing Economic Plight of America's Young Families" (Clifford M. Johnson); "Family Income and Student Financial Aid Eligibility" (Thomas G. Mortenson); "Why Can't We Agree On What's Happened to U.S. Living Standards? Income and Wealth Trends Among the Middle Class" (Richard C. Michel); "Income Distribution of New Jersey Families with Children in College, 1977-1986: Data from State Income Tax Returns" (Lutz K. Berkner); "The NASFAA Rapid Survey Network" (Karl Knapp); "Outreach Programs in Texas" (Jane Caldwell); "Guaranteed Student Loan Indebtedness: Its Influence on Undergraduate Student Decision-Making At Virginia Commonwealth University" (Alice E. Presson); "Development of the Pell Grant Pre-Established Criteria" (Pedro J. Saavedra); "Corporate Support for Scholarships: A Tale of Two Cities" (Joseph M. Cronin); "Report on Early Awareness" (Ernest T. Freeman); "The Effectiveness of Early Awareness Program Information" (Jerry S. Davis); "National Service and Student Aid" (Patricia Smith); "Further Exploration of the Distribution of Higher Education Subsidies" (John B. Lee, Marilyn Sango-Jordan); "Student Financial Aid as a Method of Cost Sharing at Private Colleges" (Donald L. Basch); "A Policy Analysis Study of Tuition Pricing At the State University of New York" (Arlene Olinsky); "Financing the Cost of Attendance: How Much Do Students Pay?" (Patricia S. Grimes, Gregory E. McAvoy); "Characteristics of Stafford Loan Program Defaulters: A National Study" (Gary F. Beanblossom, Blanca Rosa Rodriguez); "Student Borrowers and Education Debt Burdens" (Laura L. Greene); "Some New Evidence on the Determinants of Student Loan Default" (Saul Schwartz, Sandra Baum); "Independent Students: Analysis of the Changes in Definition" (John B. Lee, M. Nadir Atash); "Financial Aid as a Factor in Hispanic Students' College Attendance: What Can Be Said From the National Postsecondary Student Aid Study?" (Gwendolyn L. Lewis); "Results from the New York State Augmentation of the 1986-87 National Postsecondary Student Aid Study" (Thomas J. McCord, Glenwood L. Rowse, Nancy Willie-Schiff). Includes a roster of conference participants. (JB)

ED 359 888 HE 026 585

Morgan, Frank

Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 through 1990-91. E.D. TABS.

National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-041886-0; NCES-93-356

Pub Date—Aug 93

Note—67p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, \*Degrees (Academic), Doctoral Degrees, \*Educational Trends, \*Higher Education, Majors (Students), Masters Degrees, Minority Groups, \*National Surveys, Professional Education, Sex Differences, Tables (Data), \*Trend Analysis

Identifiers—Higher Education General Information Survey, Integrated Postsecondary Education Data System

Using two large national survey databases, a study was done of trends in degrees conferred by colleges and universities. The data were gathered from: (1)

the Integrated Postsecondary Education Data System (IPEDS) 1986-87 through 1990-91 "Completions" surveys, and the 1990 and 1991 "Consolidated" surveys; and (2) the Higher Education General Information Survey (HEGIS) 1984-85 survey of "Degrees and Other Formal Awards Conferred in Institutions of Higher Education." These surveys collected information on degrees conferred by level of award (associate's, bachelor's, master's, doctor's, first-professional; race, ethnicity, and sex of recipients; and major field of study. The results are displayed in eight tables. Highlights of the study include the following: (1) the number of all degrees awarded in 1990-91 increased by 2.7 percent over the previous year with the greatest increase occurring among Hispanics; (2) degrees awarded to women accounted for 54 percent of the total degrees in 1990-91; (3) computer and information sciences, engineering and related technologies, and theology were the only fields experiencing a decline in bachelor's degrees awarded; and (4) over the 6-year span of the study the number of master's and doctor's degrees had the largest overall percentage increases. Appendixes contain a crosswalk for selected fields and four additional tables. (JB)

ED 359 889 HE 026 586

Clement, Ronnie

Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.

Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC; Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, Washington, DC.

Report No.—FIRST-93-7005

Pub Date—Jul 93

Note—197p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Alcohol Abuse, Colleges, Cooperative Programs, Coordination, \*Coordinators, Directories, \*Drug Abuse, \*Higher Education, \*National Programs, Networks, \*Prevention, Universities

Identifiers—\*Network for Drug Free Colleges

This directory lists the over 1,500 members of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. The member colleges and universities are listed by state and within each state section listed alphabetically by institution. The listings show addresses, institution presidents, and contact persons with telephone numbers. An introduction describes the history and mission of the Network. The Network standards to which all members have made a commitment are also included. A later section describes a Network planning group and lists members. Other lists contain regional coordinators with addresses and telephone numbers and associations endorsing the Network. A final section lists and describes resources including federal agencies, organizations and associations, state contact offices, and catalogs. (JB)

ED 359 890 HE 026 587

McGowan, Thomas M. Powell, James H.

In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative.

Pub Date—Apr 93

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College School Cooperation, Elementary Education, Elementary Schools, \*Elementary School Teachers, Faculty Development, Higher Education, \*Inservice Teacher Education, Partnerships in Education, \*Professional Autonomy, \*Teacher Attitudes, Teacher Participation, Theory Practice Relationship

Identifiers—\*Professional Development Schools

A study was done to examine the expectations and aspirations of teachers participating in a school-university collaborative effort, called a Professional Development School (PDS). A PDS is a working relationship between school and university personnel to merge the worlds of theory and practice in which both parties achieve parity in governance and resource allocation, use negotiation as the chief problem-solving process, and promote

communication between and among all levels of the partnership. The study sought teachers' perceptions of the collaborative process. Twelve faculty members of an elementary school, in its first operational year as a PDS, participated in interviews and classroom observations. Results revealed that: (1) an event beyond the teachers' control was usually responsible for their initial exploration of PDS; (2) the information that teachers remembered receiving about their role within a PDS was limited and had little effect on their decision to join; (3) teachers made their decision to become a part of the PDS based on their expectation of greater control over their environment; (4) teachers hoped the formation of the PDS would provide opportunities for them to assert greater control over their personal and professional growth; (5) the teachers' desire for control over their environment increased through their participation in PDS. Contains 14 references. (JB)

ED 359 891 HE 026 588

Crawford, Clarence C.

**Direct Student Loans: The Department of Education's Implementation of Direct Lending. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.**

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/T-HRD-93-26

Pub Date—10 Jun 93

Note—13p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free, additional copies \$2 each).

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrative Problems, Colleges, Educational Finance, Eligibility, \*Federal Programs, Federal Regulation, Financial Problems, Financial Services, Higher Education, Loan Default, Program Design, \*Program Implementation, \*Program Improvement, \*Student Loan Programs

Identifiers—\*Department of Education, \*Direct Lending, Guaranteed Student Loan Program

In the current implementation of the Federal Direct Student Loan Program, there are lessons to be learned from past higher education loan programs, better ways to administer these programs and direct loans, and points to remember as direct loans are implemented. Current guaranteed student loan programs have been the subject of scrutiny recently because of rising costs related to defaulted loans and Department of Education inefficiencies. Loan program problems have involved program structure, weak gatekeeping procedures, and inadequate financial and management systems. Many of these problems will require the continued attention of the Congress and the Department of Education regardless of implementation of a new direct loan structure. Other issues that could be addressed include continuing to strengthen the Department's gatekeeping procedures, strengthening the incentives for effective loan servicing, and expediting efforts to develop a comprehensive plan to correct Department financial and management systems. A comprehensive strategy is needed for the direct loan conversion effort which should address the management and oversight of the conversion, human resources and support requirements, loan servicing and support to schools and students, and management and the winding down of the guaranteed loan portfolio. (Lists 13 related Government Accounting Office publications.) (JB)

ED 359 892 HE 026 590

Callan, Patrick M. Finney, Joni E.

**By Design or Default? A Report.**

California Higher Education Policy Center, San Jose.

Pub Date—Jun 93

Note—17p.

Available from—California Higher Education Policy Center, 160 West Santa Clara St., Suite 704, San Jose, CA 95113 (Order no., 93-4; free).

Pub Type—Opinion Papers (120) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Access to Education, Economic Factors, Educational Demand, Educational Finance, Educational Objectives, \*Educational Trends, Enrollment, Fees, Futures (of Society), \*Higher Education, Long Range Planning, Policy Forma-

tion, \*Public Education, \*Public Policy, State Aid, \*Statewide Planning

Identifiers—\*California, National Center for Higher Education Management Systems, Public Discourse, \*State College and University Systems

The state of California faces trends which will significantly shape higher education in the coming century and which require public debate and decision in the near future. The trends are enrollment growth coupled with continued slow economic growth with consequent low appropriations for education. A study by the National Center for Higher Education Management Systems (NCHEMS) found that California would not be able to meet expected increased demand for postsecondary education without significantly altering the relationship between the state and its institutions of higher education. The cost of maintaining the current system will require either an increased proportion of state revenues for higher education or increased student fees. Faculty, students, administrators and others gathered for four informal meetings specifically to generate policy options that might guide future debate. Participants developed a list of areas for debate: the aims of higher education, paying for higher education, flexibility and responsibility, and quality. The state can either begin asking and tackling broader and more fundamental policy questions in an effort to design a new approach to the future or stay with the current fragmented, short-term, by-default approach. Appendixes list report contributors and participants in the four policy meetings. (JB)

ED 359 893 HE 026 591

Benjamin, Roger Carroll, Stephen

**Restructuring Higher Education—By Design.**

RAND Issue Paper 2.

Rand Corp., Santa Monica, CA. Inst. for Education and Training.

Pub Date—Apr 93

Note—8p.

Available from—RAND, Distribution Services, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138 (free).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Administration, \*Educational Resources, Educational Trends, Futures (of Society), Governance, \*Higher Education, \*Long Range Planning, Participative Decision Making, \*Policy Formation, \*Resource Allocation, Role of Education, School Restructuring

Identifiers—\*Iterative Methods

Higher education institutions and systems must change to respond to the demands of a more complex era. Increased demand for education, continuing decreases in available funds to support institutions, rising costs, and questions about the quality of higher education suggest that the current system is inadequate. Much of the shape of higher education evolved in response to past needs of the nation's higher education sector. The current era places more complex demands on higher education and yet resources remained fixed or are decreasing. These changes define a new environment that requires resource reallocation. Yet the governance system appears incapable of reallocating funds due to the complexity of the sector, inadequate information, unclear priorities, and dispersed power. A new system must be a more participatory process and must be iterative: central administrators must reallocate resources, but departments must be centrally involved. Matching resources to goals requires criteria such as: quality, centrality, demand and workload, cost effectiveness, comparative advantage. The process of making allocation decisions is central and should not involve closed groups of administrators or faculty task forces which set priorities, should require public preliminary recommendations, and academic units should put forward ambitious plans while identifying their low priorities. (JB)

ED 359 894 HE 026 592

Sann, David Tervala, Victor K.

**Development Opportunities: The Effect of UMES on the Towns of Princess Anne, Maryland.**

Maryland Univ., College Park. Inst. for Governmental Service.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date—Feb 93

Contract—DU100K0000016522

Note—52p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—City Government, College Students, Economic Development, \*Economic Impact, Higher Education, Housing Needs, Income, \*Municipalities, Rural Areas, \*School Community Relationship

Identifiers—\*Maryland (Princess Anne), \*University of Maryland Eastern Shore

A study was done of the potential economic effect of the University of Maryland Eastern Shore (UMES) campus on the nearby town of Princess Anne, a small rural community. The study used estimates made by a UMES faculty member which projected that UMES students in 1990 spent over \$7 million on goods and services unrelated to educational expenses. The 1990 after-tax purchasing power of all Princess Anne residents was approximately \$10.3 million. Thus student purchasing power appears to nearly double the potential market for goods and services in Princess Anne. However, the bulk of the estimated \$4 million spent on recreation, clothing, and automobiles is not spent in Princess Anne. Less than one-third of the estimated \$600,000 off-campus student housing market is captured by Princess Anne. UMES impacts only slightly on municipal finances with no direct effect on municipal revenues or expenses though it employs an estimated one-fifth of the town's labor force. Results suggest that the economic health of Princess Anne is closely associated with UMES operations and that the town's master plan should incorporate a vision of itself as a university town and articulate a detailed response to the local effects of campus operations. Appendixes list town businesses with telephone numbers, provide projected enrollment figures, and list 19 references. (JB)

ED 359 895 HE 026 593

Tresolini, Carol P. Shugars, Daniel A.

**Expanding the Biomedical Model: Interviews with Medical Educators.**

Pew Charitable Trusts, Philadelphia, PA.

Pub Date—Apr 93

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April, 1993). Funding also received from the Fetzer Institute.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Attitudes, \*Curriculum Design, Educational Philosophy, Higher Education, Interviews, \*Medical Education, \*Medical Schools, \*Models, Nontraditional Education, Teacher Attitudes

Identifiers—\*Biomedical Model, \*Psychosocial Factors

A study was done to broaden the understanding of how medical school programs can integrate the biomedical and psychosocial domains and to gather information for curriculum and program development and evaluation. The study used an exploratory, qualitative research approach and collected data through interviews with 22 expert medical faculty and administrators and through document reviews. The respondents described an integrated model that is broad in scope and that incorporates both a wider scientific theory and a more inclusive approach to medical practice than is offered by the current biomedical model. The integrated model embraces characteristics of a classic biopsychosocial model in its focus on the individual patient and the systems in which the patient is embedded and it also looks beyond to embrace a broader agenda for the community or population level. Findings also suggest that for a medical school to help students learn an integrated approach the curriculum should be patient-centered, integrated, developmental, and population-based. Ideal curricula would reflect all four characteristics throughout the curriculum resulting in programs that are in concert with principles of adult education and with the emerging health care needs of the population. Such curricula could be organized around the problems of practice and would support the creation of reflective practitioners. (Contains 28 references.) (JB)

ED 359 896 HE 026 594

Wright, Virginia B. And Others

**Education and Job Satisfaction: Are Baccalaureate Nurses More Satisfied with Their Jobs?**

Pub Date—[91]

Note—17p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Associate Degrees, \*Bachelors De-

RIE DEC 1993

grees, Flexible Working Hours, Higher Education, \*Job Satisfaction, \*Nurses, Nursing Education, Outcomes of Education, Quality of Working Life, Surveys, Work Environment  
Identifiers—Nurse Associates

A study was done to learn about relative job satisfaction among nurses with baccalaureate degrees compared to nurses with associate nursing degrees. A job satisfaction survey was mailed in the summer of 1988 to a selected sample of 480 nursing graduates of a regional southeastern university. Seventy-two baccalaureate and 50 associate degree nurses responded. Each group had average work experience of about 8 years. Baccalaureate nurses gave significantly higher satisfaction ratings for 8 of the 20 job aspects studied, including job security, fringe benefits, hours that fit with lifestyle, interaction with supervisor, respect among ranks, status, self-esteem from job, and help and supplies. When these responses were subdivided into smaller groups based on work setting, job responsibility, hours worked, work experience, and graduation year, the higher satisfaction ratings of baccalaureate nurses persisted. The results also showed work-related differences between groups: a much higher proportion of the associates group was working in hospitals, 84 percent compared with 66 percent. More of the baccalaureate nurses were not primarily responsible for direct patient care, 40 percent versus 22 percent. On average, baccalaureate nurses working full-time earned about \$4,000 more than associates. The findings of higher salaries and greater job satisfaction for the baccalaureate group supports the economic concept of investment in human capital. Contains 19 references. (JB)

**ED 359 897** HE 026 595  
**Statistical Summary of Missouri Higher Education - 1992-93, with State Profile of ACT-tested Students Graduating from High School, Spring 1992.**

Missouri Coordinating Board for Higher Education, Jefferson City.  
Pub Date—Jul 93  
Note—365p.; For the 1991-92 statistical summary, see ED 353 942.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

**EDRS Price - MF01/PC15 Plus Postage.**

Descriptors—Class Rank, College Entrance Examinations, \*College Faculty, College Freshmen, \*College Students, College Transfer Students, Community Colleges, Comparative Analysis, \*Degrees (Academic), \*Educational Finance, \*Enrollment, Fees, Higher Education, High School Graduates, Income, Postsecondary Education, Private Colleges, Public Colleges, Statistical Data, \*Student Financial Aid, Tuition, Undergraduate Study

Identifiers—American College Testing Program, \*Missouri

This report presents statistical data on Missouri higher education in the following general groupings: preparation, access, participation, resources, completions, and transfers. More specific data groupings cover: (1) ACT-tested Students Graduating from High School, Spring 1992; (2) ACT scores; (3) student high school rankings; (4) student fees; (5) financial aid; (6) enrollment data by age, gender, and ethnicity; (7) enrollment by geographic origin; (8) faculty and staff data; (9) institutional finances; (10) the numbers of degrees conferred by level, discipline areas, and by gender and ethnicity; and (11) transfer students. Statistical data are presented in 66 tables and 32 charts and graphs and include data from public, private, and independent educational institutions. Among the specific areas presented are historical trend data for enrollment, percent data on the distribution of ACT-tested freshmen, tuition and fees required of typical full-time students, data on faculty tenure and salaries, data on current school expenditures and fund revenues, and data on library resources and operating expenditures. (GLR)

**ED 359 898** HE 026 596

**Cleve, John Van Willson, A. Leslie**  
**Remarks on the Needed Reform of German Studies in the United States.**

Report No.—ISBN-1-879751-39-9  
Pub Date—93

Note—104p.

Available from—Camden House, Inc., Drawer 2025, Columbia, SC 29202 (\$26.90).

Pub Type—Books (010) — Reports - General (140) — Opinion Papers (120)

RIE DEC 1993

**Document Not Available from EDRS.**

Descriptors—\*Declining Enrollment, \*Enrollment Trends, \*German, German Literature, Graduate Study, Higher Education, \*Language, Second Language Learning, Second Language Programs, Undergraduate Study

Identifiers—\*German Culture

This book addresses the problem of the future of Germanics as a field of study at colleges and universities in the United States. It is noted that the study of Germanics has been losing tens of thousands of students for the past 25 years, that this slide downward is no longer attracting enough attention from the Germanics community, and if it continues, the field will die. First, the book describes the decline in German studies and the response thus far illustrating the seriousness of the crisis. Then it offers a general critique of the field of German studies and proposes an agenda for revitalizing the field of Germanics involving changes in the academic department, considerations in the training of graduate students in German studies, a review of the lessons learned from the teaching of business German in Mississippi universities, some local options for raising enrollment, and the need for more options for teachers in German language classrooms. An appendix contains the numbers of American and European-born professors of German at specific American colleges and universities. Contains 114 references and an index. (GLR)

**ED 359 899** HE 026 597

**Campbell, Malcolm B.**

**Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System.**

Pub Date—6 Nov 92

Note—20p.; Paper presented at the Northeast Regional Conference of the Comparative and International Education Society (Pittsburgh, PA, November 6, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, Colleges, Continuing Education, \*Educational Change, \*Educational Demand, Educational Quality, \*Educational Supply, Foreign Countries, \*Higher Education, Non Traditional Education, Universities, Vocational Education

Identifiers—\*England, Polytechnics

This paper addresses issues generated by the British government's decision to abolish the binary division between university institutions of higher education and other postsecondary institutions. Sectoralization of British higher education in a post-binary system has created some problematics, two of which appear especially noteworthy: (1) student accessibility to higher education provision; and (2) the vocationalization of that provision. This essay presents the argument that the coordination of contemporary revised higher education missions in Britain, given concerns relative to student accessibility and vocationalization of higher education programs, requires minimally public modes of sectoral regulation, energized by other than market-responsive and privatized policies of institutional development. Prior to these arguments there is a discussion of student accessibility to British higher education within the context of the government - authored "binary principle" of higher education provision. An appendix contains a list of renamed binary polytechnics. (Contains 26 references.) (GLR)

**ED 359 900** HE 026 598

**American Higher Education: Purposes, Problems, and Public Perceptions.**

Aspen Inst., Queenstown, MD.

Report No.—ISBN-0-89843-114-X

Pub Date—92

Note—217p.

Available from—The Aspen Institute, Wye Center, P.O. Box 222, Queenstown, MD 21658 (\$5).

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—\*Access to Education, Educational Economics, Educational Planning, \*Educational Policy, \*Educational Quality, \*Higher Education, Opinion Papers, Outcomes of Education, \*Public Opinion, \*Public Support, Role of Education, Seminars

This book presents papers, originally given as part of a seminar series in 1988 and 1990, that address issues in higher education and its role in U.S. society. In addition to the papers, two articles that were

used as the basis for discussion at the 1990 seminar are also presented. One article was the speech given by William J. Bennett, then Secretary of Education, at the 350th Anniversary of Harvard University in which he attributes the loss of public confidence in the endeavor to an inattention by educators to the legitimacy of dialogue about the outcomes of higher education. The second article is by Arnold R. Weber and is titled, "Higher Education, Public Concerns, and Institutional Angst." The papers presented at the seminar and their authors are as follows: "Why Are People Beating Up on Higher Education?" (Chester E. Finn, Jr.); "Rethinking What It Means to be a Scholar" (R. Eugene Rice); "The Economics of Cost, Price, and Quality in U.S. Higher Education" (Michael S. McPherson and Gordon C. Winston); "Quality and Access in Higher Education: The Impossible Dream?" (Arthur M. Hauptman); "The Evolution of Access Policy: 1965-1990" (Judith S. Eaton); "Is the Goal of College Access Being Met?" (Arthur M. Hauptman and Maureen A. McLaughlin). (GLR)

**ED 359 901** HE 026 599

**Age Group and Sex of Students, Fall 1992. Report**

**Number 8-93.**

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date—Jun 93

Note—654p.; For the fall 1991 report, see ED 347 926.

Available from—Office of Institutional Research, State University of New York, State University Plaza, Albany, NY 12246.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF03/PC27 Plus Postage.**

Descriptors—\*Age Groups, Demography, \*Enrollment, \*Full Time Students, Graduate Students, Graduate Study, Higher Education, \*Part Time Students, School Demography, School Statistics, \*Sex Differences, \*State Universities, Statistical Data, Student Characteristics, Trend Analysis, Undergraduate Students, Undergraduate Study

This report provides statistical tables on the age groups and sex of full-time and part-time graduate and undergraduate students in the State University of New York (SUNY) system for Fall 1992. Part 1 contains data for the entire system including headcount tables with corresponding percent distribution arrays. Part 2 displays headcount and percentage arrays of students by age group for each institution and institution type. Tables are available for undergraduates, graduates, and first-time students by full-time or part-time status. Part 3 provides summarized data of historical trends on all students from Fall 1986 through Fall 1992. The trend reports are grouped into sections by level—undergraduate or graduate. Each level has both headcount and percentage distributions for total, full-time and part-time students. Part 4 displays age and sex trend by level and status indexed to Fall 1986. The data for Part 4 and Part 5 are divided into two age groups; those under 25, and those 25 and over. Part 5 displays change and percent of change in the age and sex trends by student level and load from Fall 1986. The final part of the report contains a map locating the institutions of the State University, Chronology of Dates of Establishment of Institutions of the State University of New York and a list of publications from the school's Office of Institutional Research. (GLR)

**ED 359 902** HE 026 601

**Ellis, Susanne D. Mulvey, Patrick J.**

**Enrollments and Degrees.**

American Inst. of Physics, New York, NY. Education and Employment Statistics Div.

Report No.—AIP-R-151.30

Pub Date—May 93

Note—10p.

Available from—American Institute of Physics, 335 East 45th Street, New York, NY 10017-3483.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Persistence, Astronomy, Comparative Analysis, Curriculum Development, \*Degrees (Academic), \*Enrollment, Foreign Students, Graduate Students, \*Graduate Study, Higher Education, Minority Groups, \*Physics, Science Curriculum, Statistical Data, Trend Analysis, Undergraduate Students, \*Undergraduate Study

Periodic revisions of the physics and astronomy curricula have been made to make scientific



course-work more appealing to a greater number of college students and ultimately create a more positive image of these disciplines. This report, in an attempt to determine how effective these revisions have been, provides 13 tables and 3 figures of trend data concerning enrollment in introductory physics and astronomy courses and the numbers of degrees conferred in these disciplines. Several tables present 5- or 10-year trend data. Tables include data such as the numbers of institutions granting physics degrees by highest degree offered, numbers of physics enrollments and degrees awarded by academic year from 1981 to 1993, graduate enrollments and degrees by institution type from 1981 to 1993, first-time enrollments in a physics course for 1992-93, undergraduate attrition figures by type of institution comparing the academic years 1978-79 to 1991-92, and undergraduate physics majors by geographic region and type of institution. Foreign student enrollment numbers and trends are also presented as well as recipient breakdowns, by degree awarded, of minority and foreign students for the 1991-92 academic year. (GLR)

ED 359 903 HE 026 602

Bolton, Richard R. And Others

**Giving Beginning College Students a Chance for Success. A Report of a 20-Year Experiment with Non-traditional Education in a University Setting.**

Pub Date—93

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC91 Plus Postage.

Descriptors—\*Academic Achievement, College Admission, College Freshmen, College Sophomores, Enrollment, Higher Education, High Risk Students, \*Interdisciplinary Approach, Mentors, \*Nontraditional Education, \*Nontraditional Students, Program Development, Program Effectiveness, School Holding Power, \*Undergraduate Study

Identifiers—\*Moorhead State College MN

This report examines experience of Moorhead State University (Minnesota) in attracting and retaining nontraditional, high-risk students through an alternative program called The New Center for Multidisciplinary Studies. The program's two-tier admission system represents an open-access concept offering an alternative way to begin college for students who do not meet full university admission requirements. Enrollment is limited both numerically and geographically. Program participants take standard and career-centered courses that explore problems or themes that cross subject lines, linking knowledge and insights from a variety of fields. Refresher courses are also available. Experience shows that the 30 to 35 percent attrition of program participants is slightly above the university as a whole over the past several years. A key ingredient of the program is the mentor/advisor component that guides students through the learning process, thus fostering a learning community atmosphere of students, faculty, and staff. It is felt that the Center's success resides in: (1) its attention to the subject in achieving academic success within a liberal arts atmosphere that develops contemporary skills and knowledge, and (2) the overall commitment of its faculty (all of which are tenured and hold rank in the university). Despite the persistent problem of having to justify itself, the Center continues to renew its curriculum, renew its faculty and its students. Contains five references. (GLR)

ED 359 904 HE 026 603

Kelly, H. R.

**Self-Regulation in Higher Education. A Multi-National Perspective on Collaborative Systems of Quality Assurance and Control. Higher Education Policy Series 15.**

Report No.—ISBN-1-85302-528-3

Pub Date—92

Note—238p.

Available from—Taylor and Francis, 1900 Frost Rd., Suite 101, Bristol, PA 19007-1598 (\$62.50). Pub Type—Books (010) — Reports - Descriptive (141) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—College Administration, Educational Administration, \*Evaluation Methods, Foreign Countries, Governance, Higher Education, \*Institutional Autonomy, Models, Peer Evaluation, \*Self Evaluation (Groups)

Self-regulation in North American higher education is inherent in university behavior, having existed and expanded throughout most of the past

century. However, the rest of the university world is just starting to experience a significant level of control over program development, financial management, and evaluation and the subsequent need for self-regulation. This book describes the development and evolution of several major forms of regulatory systems for higher education in the United States and other countries, with particular emphasis on the universities' increasingly complex and self-regulatory intentions and characteristics. It focuses primarily on the nature and development of evaluation systems as they are experienced in the wider concept of regulation—their attributes, strengths, limits, and how they can be improved. The presentation is based upon conceptual models for regulation, evaluation, and self-assessment developed over the last 20 years, some of which have been used by those constructing collaborative self-regulation schemes in several countries. In addition, the book presents analyses of the patterns that are emerging, the apparent national determinants, and the critical relationships between purposes and means in the systems. Appendices contain sources of information concerning evaluation programs, a sample survey, and excerpts from several handbooks and papers addressing internal and external quality control and self-evaluation. Contains approximately 150 references and an index. (GLR)

ED 359 905 HE 026 604

**Educational Plant Survey, University of South Florida, Education and General, April 19-23, 1993.**

Florida State Dept. of Education, Tallahassee.

Pub Date—Apr 93

Note—168p.; For related document, see HE 026 605.

Available from—Educational Facilities Planning and Evaluation Section, Office of Educational Facilities, Department of Education, 1044 Florida Educational Center, Ralph D. Turlington Building, Tallahassee, FL 32399.

Pub Type—Reports - General (140) — Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), College Housing, College Planning, College Students, Degrees (Academic), \*Educational Facilities, \*Educational Facilities Planning, Educational Legislation, Facility Expansion, Higher Education, \*Institutional Evaluation, \*Institutional Research, \*School Surveys, Site Analysis, Site Development, State Legislation

Identifiers—\*University of South Florida

This report presents findings from a plant survey of the University of South Florida conducted in April, 1993. It contains recommendations for the educational plants of the university for the period from April, 1993 through June, 1998. The statistics presented are intended to assist the university with the preparation of building programs submitted for review to the Board of Regents and the Office of the Governor. The report contains eight sections. The first section presents an introduction to the educational plant survey that covers the statutory foundations for the survey, the procedural policies, and the cooperative process. The second section presents an overview of the university, its historical perspective and statement of purpose. The remaining six sections contain tables that present data on: (1) the student population, (2) the academic programs and degrees offered by the university, (3) the existing inventory of sites and buildings, (4) the school's plan for housing programs, students, personnel, and services, (5) an analysis of capital outlay finances, and (6) recommendations for educational plants at various campus sites. (GLR)

ED 359 906 HE 026 605

**Educational Plant Survey, University of South Florida, Health Sciences Center, April 26-30, 1993.**

Florida State Dept. of Education, Tallahassee.

Pub Date—Apr 93

Note—67p.; For related document, see HE 026 604.

Available from—Educational Facilities Planning and Evaluation Section, Office of Educational Facilities, Department of Education, 1044 Florida Educational Center, Ralph D. Turlington Building, Tallahassee, FL 32399.

Pub Type—Reports - General (140) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), College Housing, College Planning, College Students, Degrees (Academic), \*Educational Facilities, \*Educational Facilities Planning, Educational Legislation, Facility Expansion, Higher Education, \*Institutional Evaluation, \*Institutional Research, \*School Surveys, Site Analysis, Site Development, State Legislation

Identifiers—\*University of South Florida

This report presents findings from a plant survey of the Florida Health Sciences Center at the University of South Florida conducted in April, 1993. It contains recommendations for the educational plants of the university for the period from April, 1993, through June, 1998. The statistics presented are intended to assist the university with the preparation of building programs submitted for review to the Board of Regents and the Office of the Governor. The report contains eight sections. The first section presents an introduction to the educational plant survey that covers the statutory foundations for the survey, the procedural policies, and the cooperative process. The second section presents an overview of the university, its historical perspective and statement of purpose. The remaining six sections contain tables that present data on: (1) the student population, (2) the academic programs and degrees offered by the university, (3) the existing inventory of sites and buildings, (4) the school's plan for housing programs, students, personnel, and services, (5) an analysis of capital outlay finances, and (6) recommendations for educational plants at various campus sites. (GLR)

ED 359 907 HE 026 606

Downs, Sylvester Ronald

**An Evaluation of Experiential Teaching/Learning Methods—In a Professional Legal Training Course.**

Pub Date—[Oct 92]

Note—286p.; Master's Thesis, Macquarie University, Australia.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Classroom Techniques, Educational Research, Educational Testing, Evaluation Methods, \*Experiential Learning, Foreign Countries, Higher Education, \*Instructional Effectiveness, Instructional Innovation, Law Schools, Law Students, Learning Activities, \*Learning Strategies, Professional Education, Qualitative Research, \*Research Methodology, Student Attitudes, Student Motivation

Identifiers—\*Kuring gai College of Advanced Educ (Australia)

This study uses an adaptation of the Illuminative Evaluation method in examining experiential learning through a case study of its application in practical legal training. The study's prime focus is on the experiential learning method known as the "current matter" process as conducted by the College of Law, Sydney (Australia). This teaching method is described, then examined as a method of simulating actual occurrences within legal practice. The study's report also identifies problems associated with a holistic approach to research and provides insight into the nature of postgraduate law students in New South Wales and their adaptation to experiential learning in relation to legal matters. Finally, the study offers an effective working definition of experiential learning. Besides an evaluation of the appropriateness of experiential learning within this academic course, evaluation results are also presented in terms of student motivation; their attitudes to employment, competence, and learning; and improvements in student learning. Appendices include selected materials involved in the implementation of the research project including the student entry profile questionnaire, examples of students' tests and individual student results, and a sample of the research questionnaire. Contains 81 references. (GLR)

ED 359 908 HE 026 607

Barrett, Samuel F. And Others

**State Higher Education Profiles. A Comparison of State Higher Education Data for Fiscal Year 1989 and Fiscal Year 1990. Combined Fifth and Sixth Editions.**

National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-041742-2; NCES-93-169

Pub Date—Apr 93

Note—1,555p.; For the fourth edition, see ED 345 652.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price - MF13/PC63 Plus Postage.**

Descriptors—College Faculty, Comparative Analysis, \*Degrees (Academic), Educational Facilities, \*Educational Finance, \*Enrollment, Financial Support, Higher Education, Income, National Surveys, Postsecondary Education, \*Private Colleges, \*Public Colleges, Statistical Data, Statistical Surveys, \*Student Financial Aid

This report represents an updated edition (fiscal years 1989-90 data are combined) of the State Higher Education Profiles (SHEP) report providing statistics and indicators on enrollment, revenues and costs, financial aid, degrees and other formal awards conferred, and faculty compensation for accredited institutions throughout the United States and Puerto Rico. It also indexes each state's statistics to the national average for that statistic and ranks states on selected statistics for the 1990 year. Twelve basic data tables for fiscal year 1989 and 13 tables for fiscal year 1990 are included for each state, the District of Columbia, and the nation. Data are presented in three chapters. Chapter 1 provides national data for 1988-89 and 1989-90 fall enrollment numbers, educational and general revenues and expenditures, degrees conferred, and faculty salaries. Chapters 2 and 3 examine the same data at the state level, with chapter 2 presenting state rankings and chapter 3 providing the state profiles. Appendices supply a glossary of terms, a listing of SHEP institutions by state; the response rates for each of the surveys by control, level of institution, and by state; and a profile section on Puerto Rico. (GLR)

**ED 359 909** HE 026 608

*Cahan, Margaret And Others*

**Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991.**

Contractor Report. Statistical Analysis Report.

Westat, Inc., Rockville, MD.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-93-162

Pub Date—Apr 93

Note—94p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Bachelors Degrees, \*College Outcomes Assessment, Comparative Analysis, \*Employment Level, \*Employment Patterns, Graduate Surveys, Higher Education, Liberal Arts, Majors (Students), \*Outcomes of Education, Professional Education, \*Salaries, Salary Wage Differentials, Vocational Followup

This report presents data on the occupational and educational experiences of graduates approximately 1 year following graduation based on a nationally representative sample of 16,172 bachelor's degree recipients during the 1989-90 academic year. The report is divided into two sections. The first section presents an overview of principal occupational and educational outcomes, and the second section focuses on outcomes for specific major fields of study. Among the study's highlights are the following: (1) 84 percent of the graduates were employed, the rest being unemployed or not in the labor market due to school or other reasons; (2) employment rates were higher among graduates in the professional fields; (3) the unemployment rate at 4.5 percent for graduates was 2 percent less than the general labor force as of April 1991; (4) one-third of the graduates reenrolled for further education within 1 year of graduation; (5) mean annual salaries for full-time employees were higher among professional field majors than among arts and sciences majors; and (6) among graduates employed full time, the mean salary for women was 87 percent of the mean salary for men. Appendices provide detailed tables with standard errors, study technical notes, and definitions. (GLR)

**ED 359 910** HE 026 609

**A Review of Two Higher Education Accountability Issues: Student Assessment and Faculty Workload. Report to Utah State Legislature. Report Number 91-03.**

Utah State Office of the Legislative Auditor General, Salt Lake City.

Pub Date—May 91

Note—94p.

RIE DEC 1993

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Accountability, College Students, \*Faculty Workload, Government School Relationship, Higher Education, \*Institutional Evaluation, \*School Effectiveness, State Colleges Identifiers—\*Utah

This report, in examining higher education accountability, reviews how student assessment is used nationally and in Utah to improve higher education accountability, and reviews the methods used in Utah to monitor faculty workload. Student assessments do provide a direct method of evaluating higher education effectiveness, and Utah's institutions are now developing student assessment programs to meet Board of Regents' and accreditation requirements. Institutional commitment and progress, however, varies widely, and it is suggested that the Utah State Legislature should act to spur greater efforts in developing these assessments at those institutions where their development is found to be at an unsatisfactory pace. Legislative alternatives are discussed. The report states that acquiring more information on faculty workload will require considerable political and administrative effort to overcome the barriers which now limit its availability. Obstacles to the availability of this information and problems with existing reports on faculty workload are identified. A past effort to collect workload data shows differences in teaching loads among Utah System of Higher Education (USHE) institutions that may be important to legislators or the public. However, the report data is incomplete and may not be accurate, suggesting that the legislature may wish to authorize regular reports on faculty workload. Appendices provide USHE institutional progress reports on student assessment programs and activities. (GLR)

**ED 359 911** HE 026 610

*El-Khawaz, Elaine*

**Campus Trends, 1993. Higher Education Panel**

Report Number 83.

American Council on Education, Washington, D.C.

Higher Education Panel.

Pub Date—Jul 93

Note—55p.

Available from—American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (1-10 copies, \$10 for members, \$13 for nonmembers; 11+ copies \$8 for members, \$11 for nonmembers).

Pub Type—Reports - Research (143) — Information Analyses (070) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*College Administration, \*Community Colleges, Comparative Analysis, Educational Assessment, \*Educational Change, Educational Finance, \*Educational Planning, Educational Quality, Enrollment, Geographic Regions, Higher Education, \*Private Colleges, \*Public Colleges, Questionnaires, Trend Analysis

This report represents responses from 406 (out of 510) colleges, community colleges, and universities to a questionnaire survey concerning the changes taking place in the academic and administrative practices of American colleges and universities. Changes are discussed by type of institution: 2-year public, 4-year public, and independent institutions. For many topics, responses are compared with responses given on previous surveys. The collective image emerging from the report indicates evidence of much active planning and new initiatives by schools as well as documenting substantial variation by type of institution and geographic location. The report reveals: (1) continuing financial pressures, with strong regional differences; (2) downsizing and enrollment limits for some institutions; (3) active planning and restructuring, including widespread use of program review and student assessment as well as quality assessment; (4) uneven progress on the status of women in higher education; and (5) flexible program delivery for most institutions with a growing use of electronic instructional delivery. Appendices provide the data tables created from the survey, the technical notes, and the survey questionnaire. Contains 17 references. (GLR)

**ED 359 912** HE 026 611

*Dalton, Herbert F., Jr.*

**Helping People Discover Educational Opportunities: The Higher Education Information Center.**

Education Resources Inst., Boston, MA.; Plan for Social Excellence, Inc., New York, NY.

Pub Date—Apr 93

Note—49p.

Available from—The Education Research Institute, 330 Stuart Street, Suite 500, Boston, MA 02116-5237 (free).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Access to Education, Access to Information, Career Education, Career Information Systems, \*College Admission, Cooperative Programs, Financial Support, Higher Education, Information Dissemination, \*Information Services, Libraries, Low Income Groups, \*Outreach Programs, Scholarships, Student Financial Aid

This report describes the development, mission, activities, funding, and administrative process of the Education Resources Institute's Higher Education Information Center. The Center, serving Boston and other Massachusetts communities, provides information on the educational opportunities and the availability of student financial aid, as well as encouragement and assistance in the application process, to those students and their families who would otherwise not be able to participate in higher education. Among the Center's services are various youth programs; programs for women who have lost their primary source of financial support through death, separation, or divorce; and a library drop-in service and career learning line. The Center also publishes numerous materials on such subjects as career guidance, locating funding sources, college preparation, and the transition from high school to college. Collaboration is a primary activity of the Center, and tips for building collaborative efforts are listed. In addition, operational and funding aspects of running Center programs and the Center itself are discussed. Finally, the report examines the various considerations and steps required in order to develop such a Center in other communities. (GLR)

**ED 359 913** HE 026 612

*Shmura, Carole B.*

**Career Patterns of Women Graduates of Independent Schools: A Comparison of Coeducational and All-Girls High Schools.**

Pub Date—Apr 93

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

Pub Type—Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Choice, Comparative Analysis, \*Females, Followup Studies, Higher Education, High School Graduates, High Schools, \*Outcomes of Education, Professional Occupations, Research, \*Single Sex Schools, Vocational Followup

This study compared the careers of women who graduated from all-girls independent secondary schools to the careers of those who graduated from comparable coeducational schools, in order to determine if there are differences between the career choices of these two groups. Comparisons were made of the number of women in each of 10 traditionally-male fields: medicine; law; engineering; dentistry; veterinary medicine; finance; computers; scientific research; architecture; and psychology. A total of 12,651 alumnae records were screened covering the periods from 1960 to 1985. Results showed that there were very few differences between the careers of graduates of girls' schools and those women graduating from coeducational secondary schools. In those cases where differences did occur, they all favored the coeducational schools. In none of the 10 fields did the graduates of the girls' schools have a proportionately larger number of women, which contradicts other research showing positive effects of girls' schools. Careful consideration of these conclusions is made in light of findings from other studies. Contains 19 references. (GLR)

**ED 359 914** HE 026 613

*McEwan, Anna E.*

**On Becoming a Sojourning Community.**

Pub Date—Apr 93

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classes (Groups of Students), \*Classroom Environment, \*Cooperative Learning,

Graduate Students, Graduate Study, \*Group Behavior, Group Discussion, Group Dynamics, Higher Education, \*Instructional Innovation, \*Interpersonal Communication, Learning Experience, Learning Strategies, Peer Relationship, Self Disclosure (Individuals), Teacher Student Relationship

Identifiers—\*Learning Communities

This paper argues that collaborative learning is possible within graduate education and examines the process whereby a classroom can develop into a unified learning community of shared experiences. Using excerpts of student writings and dialogue, three aspects surrounding the creation of a learning community are explored: (1) the risk of trust, (2) the art of transparency, and (3) the passion for learning. The risk of trust is examined in the context of student teacher/peer relationships in which the teacher communicates warmth and trust to the student, and the students receive strength from the teacher and each other. The art of transparency in the classroom relates to students feeling positive about having their doubts, ideas, opinions, and questions scrutinized by others. Finally, the passion for learning encompasses the classroom's willingness to engage in critical classroom discussions. Contains 15 references. (GLR)

ED 359 915

HE 026 614

Holland, Jeorold W.

**Relationships between African American Doctoral Students and Their Major Advisors.**

Pub Date—Apr 93

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Advising, \*Black Students, Career Counseling, Doctoral Degrees, \*Faculty Advisers, Graduate Students, \*Graduate Study, Higher Education, Mentors, \*Student Attitudes, Student Motivation, \*Teacher Guidance, Teacher Influence, \*Teacher Student Relationship

Identifiers—African Americans

This paper examines, via an exploratory approach, the factors in doctoral programs that may potentially guide, motivate, and influence African American doctoral students to pursue careers in higher education. Interviews with 42 participants, 23 current students and 19 former doctorate recipients, were conducted, placing emphasis on interviewing more respondents from the education field, the field of study of the majority of African Americans. Five types of relationships that African American doctoral students have with their major advisors were identified: (1) formal academic advisement; (2) academic guidance; (3) quasi-apprenticeship; (4) academic mentoring; and (5) career mentoring. These relationships were found to differ with respect to the character of involvement between major advisors and these doctoral students. The findings of the study indicated that African American doctoral students have a variety of relationships and involvements with their major faculty advisors. Of these relationships, the student-advisor relationship was identified by respondents as being the most nonsatisfying of the various involvements. Of the five relationships studied, quasi-apprenticeship, academic mentoring, and career mentoring had the most significant impact on African American doctoral students seeking careers in higher education. Contains 15 references. (GLR)

## IR

ED 359 916

IR 015 472

Hahn, H. A. And Others

**Distributed Training for the Reserve Component: Course Conversion and Implementation Guidelines for Computer Conferencing.**

Idaho National Engineering Lab., Idaho Falls. Spons Agency—Army Research Inst., Boise, ID.

Pub Date—Nov 89

Note—105p.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Networks, Delivery Systems, \*Distance Education, Guidelines, Instructional Design, \*Instructional Development, Media Adaptation, Microcomputers, Military Personnel, \*Military

Training, Postsecondary Education, \*Program Development, \*Program Implementation, Systems Approach, Telecommunications, \*Teleconferencing, Telephone Communications Systems

Identifiers—\*Army Reserve, Computer Mediated Communications

The purpose of this handbook is to provide background and guidelines for course designers and instructional developers who will be developing Reserve Component training for the United States military using asynchronous computer conferencing techniques. The recommendations in this report are based on an international review of the literature in distance education and experience gained from developing and conducting Reserve Component training. The handbook is based on a model of remotely conducted, distributed training called the System for Managing Asynchronous Remote Training (SMART). The cornerstones of the SMART model are that training is asynchronous in time, computer mediated, and distributed to soldiers' homes through telephone communications systems. The guidelines are intended to supplement the Systems Approach to Training process, emphasizing the steps course designers must implement or adapt to accommodate conferencing for distributed training. Specific guidelines are given for the Analysis, Design and Development phases; examples and blank worksheets are also included. Sample hardware assembly instructions are appended. (DB)

ED 359 917

IR 015 473

Harbour, J. And Others

**Distributed Training for the Reserve Component: Instructor Handbook for Computer Conferencing.**

Idaho National Engineering Lab., Idaho Falls.

Spons Agency—Army Research Inst., Boise, ID.

Pub Date—Apr 90

Note—162p.

Pub Type—Guides — Non-Classroom (055)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—Adult Learning, Computer Assisted Instruction, \*Computer Networks, \*Course Organization, \*Distance Education, High Risk Students, Microcomputers, Military Training, Peer Teaching, Postsecondary Education, Small Group Instruction, Student Characteristics, Student Motivation, \*Teaching Methods, \*Teleconferencing

Identifiers—\*Army Reserves, Computer Mediated Communication

The purpose of this handbook is to provide background and teaching recommendations for instructors who will be remotely conducting Reserve Component training using asynchronous computer conferencing techniques. The recommendations in this handbook are based on an international review of the literature in distance learning and experience gained from developing and conducting Reserve Component training. The handbook is based on a remotely conducted, distributed training model called A System for Managing Asynchronous Remote Training (SMART). The cornerstones of the SMART model are that training is asynchronous in time, computer mediated, and distributed to soldiers' homes. The SMART classroom is one in which small groups of students work together as a group by asynchronously communicating with each other and the instructor(s) using computer conferencing; lessons may be paper-based, computer-based, or audio/video-based. The handbook is divided into three sections: (1) background information on the SMART model and typical student characteristics of adults learning at home; (2) techniques for conducting SMART classroom training (e.g., group and individual learning techniques, motivational techniques); and (3) methods for troubleshooting likely course problems (e.g., computer problems, lack of progress or achievement). A companion Handbook for SMART Course Conversion and Implementation is also available. (Author)

ED 359 918

IR 015 474

Hahn, H. A. And Others

**Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing.**

Idaho National Engineering Lab., Idaho Falls.

Spons Agency—Army Research Inst., Boise, ID.

Report No.—2Q263743A794

Pub Date—90

Note—83p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, Computer Assisted Instruction, Computer Networks, Conven-

tional Instruction, \*Cost Effectiveness, \*Course Evaluation, \*Distance Education, Feedback, Instructional Effectiveness, \*Intermode Differences, Microcomputers, Military Training, Postsecondary Education, Program Implementation, Student Attitudes, \*Teleconferencing

Identifiers—\*Army Reserves, Computer Mediated Communication

The purposes of this research were to evaluate the cost effectiveness of using Asynchronous Computer Conferencing (ACC) and to develop guidelines for effectively conducting high quality military training using ACC. The evaluation used a portion of the Engineer Officer Advanced Course (EOAC) as a test bed. Course materials which taught the same content presented in the resident course were developed for the remote, asynchronous presentation. This delivery system was called the System for Managing Asynchronous Remote Training (SMART). The efficacy of remote presentation was compared to that of the resident program with regard to completion rate, performance, acceptability, and cost. A summative evaluation determined the cost effectiveness of the SMART presentation as compared with the resident training. A formative evaluation and literature review were used to develop guidelines for conducting ACC training. Summative findings indicated: (1) ACC training costs less than resident training; (2) there were no differences in completion between resident and ACC students on objective performance measures; (3) ACC students perceived greater learning benefits than resident students; (4) ACC training had greater user acceptance; and (5) resident training takes less time than ACC training and has a better completion rate. The formative findings indicated that: (1) deadlines and group activities were the most effective pacing total of 8 hours of work on a course per week is a reasonable total of eight hours of work on a course per week is a reasonable student requirement; (4) immediate feedback is preferable to delayed feedback; and (5) support communications, such as a telephone hotline, are critical to the success of an ACC course. This report provides guidelines for how ACC courses should be implemented to maximize performance and acceptance. It also presents evidence supporting the cost effectiveness of ACC as a method of remotely delivering training to the Army Reserve Components. (DB)

ED 359 919

IR 016 126

Muldner, Carl Murphy, Francis

**Comprehensive Long Range Plan for Instructional Technology.**

Owego Apalachin Central School District, N.Y.

Pub Date—1 Jun 93

Note—28p.

Pub Type—Collected Works — General (020) — Reports — Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Computer Uses in Education, Educational Objectives, \*Educational Planning, \*Educational Technology, Elementary Secondary Education, Futures (of Society), Instructional Materials, Integrated Activities, \*Long Range Planning, \*Management Information Systems, Models, Parent Participation, School Administration, \*School Districts, Student Evaluation, Teaching Methods, Technological Advancement, Telecommunications, Trend Analysis

Identifiers—Owego Apalachin Central School District NY, \*Technology Plans

Documents providing background and information about the plans of the Owego Apalachin Central School District (New York) for instructional technology are presented. An outline of the technology plan emphasizes key components, the planning process, and details about instructional and administrative computing. The current uses of electronic technology in the schools are summarized, reviewing instructional computing and administrative uses in student recordkeeping and instructional and business management. Future directions are also summarized. "A Note to Parents" introduces the comprehensive plans for school computer use to parents, explaining the district's emphasis on integrating computer use into regular instruction and including a brief review of the curriculum as it exists. Possible long-term goals are summarized in an attachment. A separate section lists assumptions on which future long-term plans are based. A description of the academic design model on which planning rests is included, with an overview of the planned distributed computer network. (SLD)

ED 359 920

IR 016 128

RIE DEC 1993



Chamberlain, Michael A. Hutchison, Thomas W.  
**Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study.**

Pub Date—Apr 93

Note—40p.; Paper presented at the Broadcast Education Association Convention (Las Vegas, NV, April 16-18, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adoption (Ideas), Case Studies, Change, Communication Problems, Diffusion (Communication), Educational Innovation, \*Educational Technology, \*Information Dissemination, \*Interactive Video, Marketing, \*Optical Data Disks, \*Technological Advancement, Technology Transfer

Identifiers—\*Compact Disc Interactive

The 1992 introduction of Compact Disc-Interactive (CD-I) technology, the initial obstacles this new technology faces, and its known progress in its first year are explored, focusing on why new technologies are successful or are not adopted. Similar to a VCR, a CD-I player links directly into any television receiver, and each 5-inch disc is capable of carrying 250,000 pages of text per 19 hours of audio per 72 minutes of full motion video or a combination of all 3. Aspects that are examined include: (1) attributes of CD-I as an innovation; (2) advantages and properties of the process; (3) compatibility; (4) complexity; (5) trialability; (6) observability; (7) cost-benefit analysis; (8) potential adopters; (9) rate of adoption; (10) criticisms of the current diffusion efforts; and (11) recommendations for an alternative campaign for communication, marketing, and diffusion. Although it is too early to make a definitive pronouncement on the outcome of the introduction of CD-I, a sufficient body of criticism has emerged to suggest that its launch without full-motion video was a serious drawback that may undermine the whole launch of this new technology. Many new ingredients are needed for an alternative diffusion campaign. The effort highlights the many problems in the introduction of a new technology. (Contains 39 references.) (SLD)

ED 359 921

IR 016 129

Heterick, Robert C., Jr., Ed.

**Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls. Professional Paper Series, #10.**

CAUSE, Boulder, Colo.

Spons Agency—Digital Equipment Corp., Marlboro, MA.

Pub Date—93

Note—57p.

Available from—CAUSE, 4840 Pearl East Circle, Suite 302E, Boulder, CO (\$12 per copy for members; \$24 for others, prepaid).

Pub Type—Collected Works - General (020) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Community Colleges, Distance Education, Educational Change, \*Educational Improvement, Educational Quality, \*Educational Technology, Higher Education, \*Information Technology, Learning, Research Universities, School Restructuring, Teacher Education, \*Teaching Methods, \*Technological Advancement, Theory Practice Relationship

Identifiers—Digital Transmission Systems, \*Reform Efforts

Changes in digital technology offer significant opportunities to advance the quality of education for students and faculty. Technology can serve as a vehicle to expand the educational reach. Perspectives on changing higher education to fulfill the promise of educational technology are offered in the following papers: (1) "Introduction: Reengineering Teaching and Learning" (Robert C. Heterick, Jr.); (2) "Silicon in the Grove: Computing, Teaching, and Learning in the American Research University" (Richard N. Katz); (3) "Reengineering of Student Learning? A Second Opinion from Camelot" (David L. Smallen); (4) "Community Colleges: Using Information Technologies To Harness Winds of Change" (Ronald Bleed); (5) "Comprehensive Universities Refocusing for the Next Century" (Thomas W. West and Stephen L. Daigle); (6) "Information Technology—Enabling Transformation" (Carol A. Twigg); (7) "A Third Opinion from Camelot" (Thomas F. Moberg); (8) "Growing Our Academic Productivity" (Polley Ann McClure); and (9) "Reengineering or Just Tinkering?" (Don Dou-

cette). A list of 17 resources for additional information is included. (SLD)

ED 359 922

IR 016 131

Tait, Henry A.

**Technology in the Classroom: Planning for Educational Change.**

National Association of Secondary School Principals, Reston, Va.

Report No.—ISSN-0547-4205

Pub Date—Mar 93

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091-1537 (\$4 annual subscription is included in association dues; individual copies, \$2; 2-10 copies, \$1.75 each; 11-99 copies, \$1.25 each; 100 or more copies, \$1.15 each; payment must accompany orders of \$15 or less).

Journal Cit—NASSP Curriculum Report; v22 n4 Mar 1993

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Classroom Techniques, \*Computer Assisted Instruction, Computer Literacy, Computer Science Education, Educational Change, Educational Planning, \*Educational Technology, Elementary Secondary Education, \*Futures (of Society), High Schools, Information Technology, Inservice Teacher Education, Programing, Public Schools, \*Technological Advancement, \*Telecommunications

Identifiers—\*Reform Efforts, Virtual Reality

To ensure that the classroom of the next century offers all its potential, schools must plan for changes in technology that will bring opportunities that currently can only be imagined. Virtual reality is already amazing, and has the potential to be the most effective method for training people who learn and remember best by doing. Verbal computer communications, multimedia instruction, and global information retrieval all promise to revolutionize education. By the 21st century, students may choose what schools to attend, as well as whether they wish to be educated at home or at school. Competitive public schools are gaining more and more support. Principals of the future will have more power and responsibility than they do today. Some of the issues educators must face now to be ready for the future include: (1) teaching middle school students to program in BASIC; (2) developing a composite laboratory in the school; (3) developing community and home computer use; (4) encouraging computer use by every class, but not necessarily in every classroom; (5) avoiding unproven innovative equipment; (6) supporting teacher education in computer use; and (7) using hardware effectively. Examples of effective computer use are taken from three high schools. (Contains 8 references.) (SLD)

ED 359 923

IR 016 132

Honey, Margaret Henriquez, Andres

**Telecommunications and K-12 Educators: Findings from a National Survey.**

Center for Technology in Education, New York, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—R117F80011

Note—95p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classroom Techniques, Computer Assisted Instruction, \*Computer Networks, Educational Improvement, \*Educational Technology, \*Elementary School Teachers, Elementary Secondary Education, Information Networks, Information Transfer, Instructional Leadership, Media Specialists, National Surveys, Profiles, \*Secondary School Teachers, Tables (Data), Teacher Education, \*Technological Advancement, \*Telecommunications

Identifiers—Internet, Teacher Surveys

A survey was conducted to obtain a systematic profile of activities currently being undertaken by kindergarten through grade 12 educators in telecommunications technology. Based on the responses of 550 educators from 48 states, selected because of their involvement with computer technology, this survey represents the first large-scale description of educators' telecommunications practices. Benefits and obstacles to using telecommunications effectively as a professional resource and a

learning tool are described; findings suggest that telecommunications serve as a valuable resource for both of these purposes for educators who responded. These educators represent a specialized group of highly educated and experienced teachers, who are knowledgeable about computer technology and who have been using a range of computer-based applications in classrooms for several years. Computer and library media specialists are generally the leaders in telecommunications practices, serving as a resource for other teachers. Most respondents are self-taught, and their responses highlight the lack of training in telecommunications for teachers. Implications of findings for improving the educational uses of telecommunications are discussed. Ten tables and 49 figures present survey findings. Appendix A is an annotated bibliography that lists 55 educational telecommunications services and regional Internet providers, and Appendix B lists the computer networks respondents used. (Contains 21 references.) (SLD)

ED 359 924

IR 016 139

Littleton, Karen And Others

**Gender and Software Effects in Computer-Based Problem Solving.**

Pub Date—Mar 93

Note—8p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability, \*Computer Assisted Instruction, Computer Games, Computer Software, Females, Foreign Countries, Junior High Schools, Junior High School Students, Males, Performance, \*Problem Solving, \*Sex Differences, Sex Stereotypes

Identifiers—England

Whether gender differences in performance using computer software are due to sex stereotyping or gender differentiation in the programs was investigated in two studies. An adventure game, "King and Crown," with all male characters, and a gender neutral game, "Honeybears," were played by 26 female and 26 male 11- and 12-year-olds in Milton Keynes (United Kingdom). Both games were essentially route-planning tasks with similar features. In a second study, a new version of "King and Crown," called "Pirates," was compared to "Honeybears" in a study with 24 female and 24 male 11- and 12-year-olds in Milton Keynes. Considered together, results of these studies provide a clear illustration of the way characteristics of the software can exert an effect on the performance of girls. While the performance of boys was relatively unaffected by the software, that of girls was far superior when playing "Honeybears." Further studies will examine the expressed preferences of boys and girls for the two games. (SLD)

ED 359 925

IR 016 140

Thompson, Brad And Others

**HDTV Debate: Industrial Policy Gone Awry.**

Pub Date—Apr 93

Note—28p.; Paper presented at the Meeting of the Broadcast Education Association (Las Vegas, NV, April 16-18, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Broadcast Industry, Cost Effectiveness, Economic Factors, Federal Legislation, Foreign Countries, Futures (of Society), Marketing, \*Policy Formation, \*Public Policy, Standards, \*Technological Advancement, Technology Transfer, \*Television

Identifiers—Federal Communications Commission, \*High Definition Television, Historical Background

Some of the arguments for and against an industrial policy to invigorate the new High Definition Television (HDTV) industry are reviewed, arguing that the potential impact of an HDTV industry on the U.S. economy has been overstated and that the industry, considered to have great potential for educational and other uses, will cost consumers much more than conventional television while only providing limited benefits. It is further argued that, by setting standards to establish an HDTV industry, the Federal Communications Commission (FCC) may stimulate manufacture of sets by foreign countries that will have negative impacts on the U.S. economy. The history of HDTV development is traced, and probable costs and benefits are outlined.

A market for HDTV will not develop unless programming is available. By setting a standard and a mandatory phase-in period, the FCC will guarantee a market and programming, and the industry will no longer be reluctant to produce the receivers and auxiliary equipment needed. It is probable that an industrial policy will cost consumers billions of dollars for a negligible and unsought improvement in their lives with no likely recovery in the American consumer economics industry. (SLD)

**ED 359 926** IR 016 141

*Gunawardena, Charlotte N. Boverie, Patricia E.*  
**Impact of Learning Styles on Instructional Design for Distance Education.**

Pub Date—Nov 93

Note—9p; Paper presented at the World Conference of the International Council of Distance Education (16th, Bangkok, Thailand, November 8-13, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adults, Analysis of Variance, \*Cognitive Style, \*Computer Assisted Instruction, \*Distance Education, Educational Media, Graduate Students, Higher Education, \*Instructional Design, Instructional Materials, Interaction, In-termine Differences, \*Learning Modalities, Questionnaires, Teaching Methods

Identifiers—\*Audiographics, Computer Mediated Communication

The interaction of adult learning styles and the media, methods of instruction, and group functioning in a distance learning class using audiographics and computer-mediated communication was studied and compared with similar interaction in non-equivalent traditional classes. One graduate class in theory and practice of distance education, taught at a distance with 15 students, and 3 traditional on-campus classes were selected. The interaction of learning style and media, methods of instruction, group functioning, and support was determined by administering a questionnaire developed for the study and subjecting results to an analysis of variance. The major finding is that learning styles do not impact how students interact with media and methods of instruction, but do affect satisfaction with other learners. Class type impacts student satisfaction with media, methods, group satisfaction, goal setting, and group climate. Results of this study cannot be generalized because of the small sample in the distance class. (SLD)

**ED 359 927** IR 016 142

*Cox, Robyn And Others*  
**Issues in the Collaborative Evaluation of the Effectiveness of an Interactive Video Teaching Trial.**

University of Central Queensland (Australia). Faculty of Education.

Pub Date—92

Note—9p; For a related document, see IR 016 146. This paper reports on several issues that emerged from a recent collaborative evaluation of an interactive video teaching trial conducted in Rockhampton by the Open Access Centre of the Queensland Department of Education in conjunction with the Capricornia Region of the Department of Education.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrators, \*Distance Education, \*Educational Cooperation, Educational Technology, Elementary Education, Evaluation Methods, Evaluation Problems, Foreign Countries, French, \*Interactive Video, Interviews, Japanese, Political Influences, Program Evaluation, Rural Schools, \*Second Language Instruction, \*Teaching Methods, Technological Advancement

Identifiers—\*Australia (Queensland), Stakeholders  
Issues emerging from a collaborative evaluation of an interactive video teaching trial conducted in Rockhampton (Queensland, Australia) are reported. The trial aimed at providing an assessment of the feasibility and potential of interactive video technology for teaching and learning in a diverse area of Australia with a number of small, widely separated schools. Data were gathered through semi-structured interviews from teachers and students at the five participating schools, teachers of Japanese and French who took the lessons, administrators, and representatives of education agencies. Positive outcomes of the evaluation, which found

potential for the technology in all areas, include: (1) the opportunity for engagement in research; (2) greater variation in approaches to evaluation; and (3) the potential application of the technology for the evaluators' teaching practices. Issues of concern are the political context of the evaluation, the practical inconveniences caused by the large number of evaluators, and conflicting perceptions of various stakeholders. It appears that positive outcomes have outweighed the negative issues at 6 months after the evaluation. (Contains 9 references.) (SLD)

**ED 359 928** IR 016 143

*Donnan, Peter, Ed.*  
**Occasional Papers in Open and Distance Learning, Number 13.**

Charles Sturt Univ.-Riverina. Wagga Wagga (Australia).

Report No.—ISSN-1038-8958

Pub Date—Apr 93

Note—38p.

Pub Type—Collected Works - General (020)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Distance Education, Educational Research, Foreign Countries, Higher Education, \*Instructional Design, \*Instructional Materials, Learning, Nontraditional Education, \*Open Education, Social Work, \*Staff Development, Telecommunications

Identifiers—Australia, Learner Centered Instruction, \*Modularization

Each of the four papers in this collection is concerned with open learning in one form or another. "Open Learning: Some Current Perspectives" (Ian Barnard) addresses the topic of open learning in general, commenting on contemporary views and developments, and defining the term as a collective for approaches and practices that focus on the needs of the learner. "Staff Development and the Role of the Instructional Designer at Charles Sturt University" (Wendy Pearce and Peter Donnan) highlights the work of the Open Learning Institute. These two papers were presented at the Familiarization Week program of the Charles Sturt University in Wagga Wagga, New South Wales, Australia (February 1993). "Communication Strategies for Reducing the Isolation Factor and Enhancing the Learning Process in Distance Education" (Lee Purches) illustrates the use of communication strategies in social work and welfare disciplines. This paper was presented at the national conference of the Australian Association of Social Work and Welfare Educators in Sydney, New South Wales, Australia (October 1992). The final selection, "Modularization—Some Thoughts—Courtesy of David Merrill" (Ron King) reviews modularized distance education materials for use in the context of open learning. (Contains 30 references.) (SLD)

**ED 359 929** IR 016 144

*van Kesteren, Baukje J. And Others*  
**A Procedure for Supporting the Selection of Courseware by Secondary School Teachers.**

Pub Date—Jun 92

Note—11p; Paper presented at the European Conference on Educational Research (Enschede, Netherlands, June 22-25, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Computer Assisted Instruction, Computer Literacy, \*Computer Software Selection, \*Courseware, Decision Making, Evaluation Methods, Evaluation Utilization, Foreign Countries, \*Information Dissemination, Secondary Education, Secondary School Teachers, Workshops

Identifiers—Netherlands

The selection of courseware is a difficult problem in the use of computers in education. A dissemination procedure for a courseware selection instrument involving workshops for computer coordinators is described. Computer coordinators of 267 Dutch secondary schools were asked how they used certain sources of information in selecting courseware. Many used results of evaluations by the Soft- and Courseware Evaluation Centre for the Netherlands, but expressed the need for additional information. Six secondary schools participated in a workshop for computer coordinators who were taught to use an instrument called "The Courseware Selector" to evaluate courseware. The coordinators were expected to disseminate the information in their schools through further workshops. A multiple case study design was used to compare developments in the six schools involved in this cascade

approach. In general, effects on the overall selection of courseware were not large, but promising effects did appear related to teachers becoming better acquainted with courseware and reducing their computer phobia. A critical variable in implementation was the level of experience in computers at the school initially. (Contains 7 references.) (SLD)

**ED 359 930** IR 016 145

*Programs of 1992 Winning Teams. Pioneering Partners.*

Council of Great Lakes Governors, Inc., Madison, WI.; GTE North Inc., Ft. Wayne, IN.

Pub Date—Mar 93

Note—28p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, Educational Cooperation, \*Educational Technology, Elementary Secondary Education, Extracurricular Activities, \*Information Dissemination, \*Interdisciplinary Approach, Partnerships in Education, \*Pilot Projects, Program Evaluation, Technological Advancement

Identifiers—\*United States (Great Lakes Region)

Pioneering Partners for Educational Technology was created to enhance learning in kindergarten through grade 12 by accelerating the use of educational technology. The program spotlights 24 project teams from Great Lakes states that are already using technology in creative ways in the following states: (1) Illinois; (2) Indiana; (3) Michigan; (4) Minnesota; (5) New York; (6) Ohio; (7) Pennsylvania; and (8) Wisconsin. Winning teams receive recognition, training, and coalition building assistance and see their project ideas disseminated. As a result, students across the area benefit. Narratives of the 24 programs that received Pioneering Partnership awards in 1992 are presented. They include in-school and extracurricular activities in basic skills and interdisciplinary approaches for elementary schools and secondary schools. (SLD)

**ED 359 931** IR 016 146

*Baker, Robert, Comp. And Others*  
**A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial.**

University of Central Queensland (Australia). Faculty of Education.

Pub Date—Apr 92

Note—29p; For a related document, see IR 016 142. A report on an interactive video teaching trial held in Rockhampton, in March 1992. The trial was conducted by the Open Access Centre of the Queensland Department of Education in conjunction with the Capricornia Region of the Department of Education.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Administrators, Cost Effectiveness, Educational Practices, Educational Technology, Elementary Education, Elementary School Students, \*Elementary School Teachers, Evaluators, Foreign Countries, French, \*Interactive Video, Interviews, Japanese, \*Rural Schools, \*Second Language Instruction, \*Teaching Methods, Television

Identifiers—\*Australia (Queensland)

An interactive video trial involved teaching two Year-7 lessons to elementary school students in Queensland (Australia). French was taught to one class through two-way video and audio so that students and teachers could see and hear each other, and Japanese was taught simultaneously to three classes through one-way video and two-way audio. Evaluation was conducted through participant interviews with teachers and students at the five schools, and observation by seven staff members of the School of Education of the University of Central Queensland. Picture quality was considered excellent, but quality of sound was less satisfactory. Two-way video and audio was clearly preferred to one-way video with two-way audio. Orientation and training are necessary to ensure that the technology is accepted and used appropriately, but this form of interactive teaching and learning may prove a cost-effective addition to, or substitute for, some current educational practices. Potential applications include use in smaller and more isolated schools and the provision of key lessons to multiple or remote sites. Four appendices contain the trial interview schedule and comments and draft reports from three evaluators. (SLD)

ED 359 932

IR 016 148

Newman, Denis And Others

**The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29.**

Center for Technology in Education, New York, NY.

Pub Date—Jun 93

Note—10p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Achievement Gains, \*Computer Assisted Instruction, Computer Networks, Educational Change, Educational Improvement, Elementary Education, \*Elementary School Students, Elementary School Teachers, Literacy, Outcomes of Education, \*School Restructuring, Scores, Standardized Tests, \*Student Attitudes, Test Results, Urban Schools, Whole Language Approach, Writing Instruction

Identifiers—Internet, New York City Board of Education, \*Sense of Community

In the fall of 1990, seven teachers at the Ralph Bunche School, a public elementary school in Harlem (New York) began an experiment in school restructuring they called the Computer Mini-School. An unexpected outcome of the project was an increase in standardized test scores among their 120 students. This outcome is explored. It is argued that the greater sense of stability and community that the program brought about was a contributing factor. The background and history of the project are traced. Students and teachers developed a tradition of staying outside school hours, in many cases adding to the instructional time available. A whole language approach to literacy was used, and computers were used extensively for student writing and a student newspaper. From the experiences of the Ralph Bunche School, the following principles for design of a project-based school are presented: (1) students and teachers take increasing responsibility; (2) workplaces are the units of work and communication; and (3) connecting the local area network and wide area networks, such as the Internet, is very useful. The sense of community and emotional belonging that became possible with the smaller class sizes, educational technology, and teacher sense of ownership were probable contributors to improved achievement test scores. Two figures illustrate the discussion. (Contains 5 references.) (SLD)

ED 359 933

IR 016 149

Hawkins, Jan

**Technology and the Organization of Schooling.**

Technical Report No. 28.

Center for Technology in Education, New York, NY.

Pub Date—Jun 93

Note—10p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Strategies, Educational Change, Educational Planning, \*Educational Technology, Elementary Secondary Education, \*Integrated Activities, \*Organizational Change, \*School Restructuring, \*Technological Advancement, Technology Transfer

Identifiers—\*Reform Efforts

Without a deliberate emphasis on designing and using technology to improve the organization of schooling, even the best learning technologies will have limited long-term impact on our educational system. Research has identified two key conditions of good schooling: students can learn well when they are actively engaged with multiple resources and people, and they can learn well in environments where they are personally well known. Technology can be the key to realizing these conditions. The most powerful way to integrate technologies into the schools is in concert with organizational change. Planning for reform must deliberately consider the contributions of technology to reorganizing schools. Examples drawn from the Dalton School (New York City), the Charlotte Middle School in Rochester (New York), and the Brooklyn Technical High School (New York City) illustrate the effective use of technology in schools to broaden resources open to both teachers and students. Reorganizing schools for thoughtfulness is neither short term nor simple. The process is enhanced by using technology as a resource for school reorganization. (Contains 22 references.) (SLD)

ED 359 934

IR 016 154

RIE DEC 1993

Johnson, Steve

**[Appraisal of Audiovisual Materials.]**

Behavioral Images, Inc., Bloomington, IL.

Pub Date—93

Note—46p.

Available from—Behavioral Images, Inc., A4 Carriage House Plaza, 901 E. Grove St., Bloomington, IL 61701-4200 (free; \$3 shipping and handling)

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Audiovisual Aids, Bibliographies, \*Check Lists, Court Litigation, Definitions, \*Economic Factors, Educational Technology, \*Evaluation - Methods, \*Evaluators, Glossaries, \*Instructional Materials, Resource Materials, Value Judgment

Identifiers—\*Value Analysis

This document consists of four separate handouts all related to the appraisal of audiovisual (AV) materials: (1) "How to Work with an Appraiser of AV Media: A Convenient Check List for Clients and Their Advisors," helps a client prepare for an appraisal, explaining what is necessary before the appraisal, the appraisal process and its costs, the kind of research an appraiser may do, and ways audiovisual materials can be valued; (2) "Glossary of Technical Terminology: A-B-C Guide to Critical and Analytical Nomenclature Used in the Appraisal of A/V Media Assets" defines terms commonly used in the financial appraisal of audiovisual media, including a variety of aural and visual recorded properties, with their related rights and materials; (3) "Reference Citations Used in A/V Media Appraisal" is a bibliography of 216 sources relating to appraisal; (4) "Media Appraisal Consultants MAC Selected A/V Appraisal Matters: Case Summary Report—Confidential" lists some of the types of appraisals that have been done, demonstrating the value of appraisal in setting the value of donation and sales, and property involved in litigation. (SLD)

ED 359 935

IR 016 155

Richards, William R.

**An Application of Digitized Speech in Hypermedia.**

Pub Date—93

Note—22p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Audio Equipment, Audiovisual Communications, \*College Students, Computer Assisted Instruction, Computer Simulation, Computer Software, \*Computer Software Development, Formative Evaluation, Higher Education, \*Hypermedia, \*Interactive Video, \*Speech

Identifiers—Digital Data

Hypermedia applications have presented information through a variety of visual media, but the aural channel for information delivery has not been well developed. To reduce the likelihood of overloading the visual channel of communication in a program that presents a great deal of information through graphic illustration and animation, the hypermedia program "Field Kit Workshop" (FKW) uses speech as the primary means of delivering verbal information. FKW is an interactive simulation that introduces students to operating features of professional video production equipment. A formative evaluation was conducted with 13 volunteer students of video or audio production to explore user response to speech as used in FKW, and to help guide implementation of speech in the program's final design. Results suggest that speech was accepted by users within a program that is well-designed overall, and in which the design takes into account the special strengths and weaknesses of speech as a medium for delivery. Sixteen figures illustrate the discussion, and an appendix presents an excerpt of a program script for FKW. (Contains 8 references.) (SLD)

ED 359 936

IR 016 156

Benson, Gregory M., Jr.

**Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc.**

Instructional Systems Inc.; State Univ. of New York, Albany, Research Foundation.

Pub Date—[Jun 93]

Note—13p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Cable Television, \*Computer Assisted Instruction, \*Distance Education, Educational Technology, \*Educational Television, Futures (of Society), High Schools, \*High School Students, Integrated Activities, \*Interactive Video, Mathematics Instruction, Models, School Districts, \*Secondary School Teachers, Teaching Methods, Technological Advancement

Identifiers—State University of New York, \*Syracuse City Schools NY

The State University of New York and Instructional Systems, Inc., (ISI) developed a project to combine computer assisted instruction (CAI) and live, interactive videoconferencing with a television teacher, conducted via cable. The project is being pursued by the Syracuse (New York) City School District in conjunction with the State University of New York, Onondaga County Community College (New York), ISI, and Adelphi Cable. A teacher from the Syracuse district has been aired once a week for one hour to focus on mathematics content areas in which high school students are having difficulties. The television teacher works in a team with the classroom teachers using the system in school settings and secures their input about the content of the live shows. The model of extended learning is one that can be applied to a number of other areas in elementary and secondary school education, higher education, the workplace, community organizations, and correctional settings. A scenario of CAI use in the future presents the promise of the integration of real-time interactive video, voice, and data to enhance learning and improve learning environments. Two figures illustrate means of gains in achievement in two CAI distance learning classes. (SLD)

ED 359 937

IR 016 157

Stanton, Michael J.

**Digital Audio Sampling for Film and Video.**

Pub Date—[Mar 93]

Note—12p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Acoustics, \*Audio Equipment, Educational Technology, \*Films, \*Interactive Video, \*Technological Advancement

Identifiers—Analog Transmission Systems, Digital Data Signals

Digital audio sampling is explained, and some of its implications in digital sound applications are discussed. Digital sound equipment is rapidly replacing analog recording devices as the state-of-the-art in audio technology. The philosophy of digital recording involves doing away with the continuously variable analog waveforms and turning the patterns into numbers. A digital recording device rapidly samples the incoming sounds, quantifying the signal into a series of numerical values (binary codes). Although digital sound eliminates many of the traditional analog problems, digital signal processing presents key problems in sampling rates and synchronization. Careful control is necessary to check signals through each step in the audio chain. The advantages of digital audio processing include increased signal-to-noise ratio, no flutter, transparent generation of copies, and sound manipulation. These benefits come with increased quality control requirements. One chart illustrates sampling formats. (SLD)

ED 359 938

IR 016 158

Swift, D. F.

**Distance Education: Two Modes of Learning Separated by a Common Language.**

Pub Date—Sep 92

Note—12p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, \*Computer Assisted Instruction, Definitions, \*Distance Education, Educational Environment, \*Educational Technology, Elementary Secondary Education, Equal Education, Foreign Countries, Higher Education, Learning, Models, \*Teacher Role, Teaching Methods, Technological Advancement, Telecommunications

The meaning of distance education and the two approaches to it that are commonly adapted are discussed. In most American usage, distance education is structured learning where the student and



teacher are separated by space. A key distinction in two types of distance education is the definition of teacher. The teacher may be a person who instructs orally, or the teacher may not be a person but a course in which content is made available by other than the spoken word. The term distance education began to be used after 1970 to describe the purpose-built qualification-awarding industrial model institutions. At present, the world of distance education is a bimodal continuum in which one mode is this industrial model based on a predesigned learning environment using fairly mundane technology and the other (a more American approach) is a model that seeks to develop high technology to increase the size of an otherwise conventional classroom with an instructor at its core. Both modes can contribute to the democratization of access to knowledge and open learning. The variants of both modes hold the key to massive expansion in educational opportunity. Those who speak of a third generation of distance education are speaking of the use of electronic information technologies rather than models based on print and broadcasting. A chart presents the two models of distance education. (Contains 6 references.) (SLD)

ED 359 939

IR 016 159

Johnson, George

HDTV: In Search of a Policy.

Pub Date—[6 Mar 93]

Note—46p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Broadcast Reception Equipment, \*Broadcast Television, \*Electronics Industry, Foreign Countries, \*Government Role, Innovation, \*Policy Formation, \*Public Policy, \*Standards, Technological Advancement  
Identifiers—\*High Definition Television, Japan, United States

High definition television (HDTV) is an innovation in television that promises improvement in the image the television receiver displays. There are major differences between HDTV and the current National Television Standards Committee (NTSC) formats, and these technological changes are at the heart of debates over the introduction of HDTV. The process of selecting a HDTV standard is exacting and complicated, but no government sponsored standard can be developed without the input of a television industry that is in economic straits largely because of foreign competition. The history of debate over HDTV implementation is traced. The industrial policy issue is a real concern in the United States. No matter which standard is adopted in the United States or Europe, the Japanese will doubtless continue to compete. The HDTV situation is perhaps the first time in the history of broadcasting that the Federal Communications Commission appears to be forcing a technology on broadcasters. The first step is the adoption of a transmission standard in 1993. The second step, formulating a technology policy, will be more difficult. Appendix A presents a proposed testing schedule, and Appendix B describes proposed HDTV systems. (Contains 113 references.) (SLD)

ED 359 940

IR 016 160

High Performance Computing: Advanced Research Projects Agency Should Do More To Foster Program Goals. Report to the Chairman, Committee on Armed Services, House of Representatives.

General Accounting Office, Washington, DC. Information Management and Technology Div.  
Report No.—GAO/IMTEC-93-24  
Pub Date—May 93

Note—45p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; \$2 for each additional copy; 100 or more to a single address discounted 25 percent).

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Role, \*Computer Oriented Programs, Computer Software, Computer Software Development, Computer Software Selection, \*Federal Programs, Guidelines, Information Dissemination, Interviews, \*Research and Development, Research Methodology, Research Projects, \*Technological Advancement  
Identifiers—Advanced Research Projects Agency, General Accounting Office, \*High Performance Computing, High Performance Computing Act

1991. \*Supercomputers

High-performance computing refers to the use of advanced computing technologies to solve highly complex problems in the shortest possible time. The federal High Performance Computing and Communications Initiative of the Advanced Research Project Agency (ARPA) attempts to accelerate availability and use of high performance computers and networks. The House Armed Services Committee asked the General Accounting Office (GAO) to assess this program, particularly the agency's distribution of advanced computers to research sites, its interaction with the research community, and the balance between hardware and software. Interviews with agency and industry representatives and a review of documents were conducted. Results indicate that the ARPA has fostered significant advances, but with several shortcomings. Placing of new computers has focused on just a few machines. Limited interactions with the technical community may be hindering progress toward ambitious program goals. Much progress has been made in hardware development, but software remains too primitive to make massively parallel processing systems useful. Recommendations for improvement are presented. Four appendices provide details about methodology, placement of machines, and project selection, and list contributors to the report. Five tables contain study findings, and two figures illustrate computer applications and product selection. (SLD)

ED 359 941

IR 016 162

Frasca, Joseph W.

Introduction to Computing: Lab Manual, Faculty Guide [and] Student Guide.

Sonoma State Univ., Rohnert Park, CA.

Pub Date—90

Note—78p. The two documents combined here are part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Computer Graphics, \*Computer Literacy, Computer Science Education, Computer Software, Electronic Mail, Higher Education, Introductory Courses, Laboratories, Laboratory Manuals, Programming Languages

Identifiers—Apple IIe, Apple Macintosh, California State University Inst for Teach Learn, \*College Teaching and Learning Collection

This lab manual is designed to accompany a college course introducing students to computing. The exercises are designed to be completed by the average student in a supervised 2-hour block of time at a computer lab over 15 weeks. The intent of each lab session is to introduce a topic and have the student feel comfortable with the use of the machine and the particular software. The faculty guide supplies the instructions for each of the 15 labs. The lab topics are as follows: (1) introduction to electronic mail; (2) introduction to the Macintosh SE/II computer; (3) Macintosh SE/II orientation; (4) Macintosh SE/II WORKS/wordprocessing orientation; (5) WORKS/database applications; (6) WORKS/spreadsheet applications; (7) integrated WORKS; (8) general Macintosh applications; (9) Macintosh graphics applications; (10) Hypercard and videodisc applications; (11) introduction to the Apple IIe/Apple GS; (12) introduction to Apple DOS/system utilities; (13) Apple IIe languages (BASIC and LOGO); (14) Apple IIe/GS software and documentation evaluation; and (15) how to buy a computer [and] computer ethics. (MES)

ED 359 942

IR 016 164

Machine Translation Technology: A Potential Key to the Information Age. Report of the FCCSET Committee on Industry and Technology.

Office of Science and Technology Policy, Washington, DC.

Report No.—PB-93-134336

Pub Date—Jan 93

Note—61p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Annotated Bibliographies, \*Automation, \*Computer Oriented Programs, Computer Software, Editing, Foreign Countries, \*Government Role, \*Machine Translation, Policy Formation, Productivity, Scientific and Technical Information, \*Second Languages, \*Technological Advancement, Word Processing  
Identifiers—Japan, \*Natural Language Processing, United States

Machine translation (MT), an emerging technology that enables text to be translated from one language to another by computer, represents an indispensable contribution to the sharing of technical information particularly since nearly half of the world's scientific and technological literature is written in languages other than English. The state of the art and its potential are discussed. No existing MT system appears capable of producing polished translations without some human involvement, but current systems can yield definite benefits in improved productivity in certain situations. The United States is strong in research on natural language processing, but faces the challenge of converting its research potential and knowledge into commercial operating systems. Japan, where 14 commercially viable systems have been developed, is far ahead in this area. The U.S. Federal Government has a demonstrable need for foreign-language information and should consider devising policies and strategies to become a world leader in MT. The government could be a catalyst for MT research by encouraging the involvement of U.S. industries in developing and commercializing products and services. Three figures illustrate the discussion. Appendix A lists members of a working group on MT. Appendix B lists 77 annotated selected sources on MT. (Contains 20 references.) (SLD)

ED 359 943

IR 016 166

World Trends in Corporatization and Privatization. Proceedings of the 1993 Mid-Year Seminar of the Pacific Telecommunications Council (Taipei, Taiwan, June 9-11, 1993).

Pacific Telecommunications Council, Honolulu, HI.

Pub Date—Jun 93

Note—250p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Change, \*Financial Support, Foreign Countries, Global Approach, \*Government Role, \*Investment, Policy Formation, Private Sector, \*Privatization, Public Policy, Public Sector, Seminars, Surveys, Technological Advancement, \*Telecommunications, Trend Analysis

Identifiers—Australia, New Zealand, \*Pacific Telecommunications Council, Taiwan, Technological Infrastructure, World Views

This packet of materials from the Mid-Year Seminar of the Pacific Telecommunications Council begins with lists of attendees and participants and the conference agenda. Papers include the following: (1) "Global Trends-Restructuring, Privatization, Finance, Investment: Worldwide Trends towards Liberalizing the Wireless Segment of Telecommunications" (Michael Chow); (2) "Global Trends-Restructuring, Privatization, Finance, Investment: Joint Ventures and Strategic Alliances" (eight figures and eight handouts only provided) (Christopher M. Harland); (3) "Panel Discussion: Overview of the Proposed Change" (Pao-Nang Wu); (4) "Global Trends-Restructuring, Privatization, Finance, Investment: Going All the Way—What It's Like To Be Un-Regulated" (Anthony N. Briscoe); (5) "Case Studies: Regulatory Environment for Telecommunications and Broadcasting in Australia and New Zealand" (handouts and figures) (Gerald Moriarty); (6) "Case Studies: The Effects of Government Policies on Telecom Industry Developments" (Nam-Jin Cho); (7) "Case Studies: An ASEAN Survey of Privatization and Corporatization" (John Ure); (8) "Special Task Group Meetings: Travel/Tourism" (George Darby); (9) "Taiwan's Changing Telecom Landscape: Overview of Current Regulation/Policy" (King-Teh Lee); (10) "Taiwan's Changing Telecom Landscape: Preview of Infrastructure" (Duel Tsai); (11) "Panel Discussion: Overview of the Proposed Change" (handouts and figures) (C. J. Lee); and (12) "Panel Discussion: Overview of the Proposed Change" (handouts and figures) (L. B. Lan). (SLD)

ED 359 944

IR 016 167

Swift, Don

SAIDE Launching Conference, 1992—Closing Address.

Pub Date—Sep 92

Note—8p; Paper presented at the Launching Conference of the South African Institute for Distance Education (Johannesburg, South Africa, September 7-9, 1992).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Access to Education, Computer Networks, Conferences, Democracy, \*Distance Education, \*Educational Practices, Elementary Secondary Education, \*Equal Education, Foreign Countries, Higher Education, Organizational Development, \*Organizational Objectives, Policy Formation, Professional Associations, Systems Development, \*Theory Practice Relationship Identifiers—South Africa

The objectives of the Launching Conference of the South African Institute for Distance Education (SAIDE) are reviewed, and its recommendations are explored. The conference participants considered how theories, teaching, and administrative practices in distance education worldwide could be used to design a new distance education system for a democratic South Africa. It was necessary to recognize that present practices are not adequate alone, and that student success depends on the quality of educational experience that an institution provides. The conference has therefore provided a good forum for considering how access to education and equal educational opportunities can be established. A summary of what delegates want from SAIDE includes the following roles: (1) policy, advocacy, and lobbying; (2) networking, cooperation, and facilitating; (3) acting as a resource center; (4) acting as a research and evaluation body; (5) training and staff development; (6) initiation and enabling; and (7) immediate tasks of information dissemination and administrative efforts. (SLD)

ED 359 945

IR 016 170

Muzio, Jeanette A.

A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses.

Pub Date—[Nov 92]

Note—6p.

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bulletin Boards, \*College Students, Comparative Analysis, \*Computer Assisted Instruction, Computer Science Education, Computer Software Evaluation, \*Distance Education, Foreign Countries, Higher Education, Mail Surveys, \*Microcomputers, Student Attitudes, Technological Advancement, \*Telecommunications, Telephone Surveys, Universities, Use Studies Identifiers—British Columbia, \*Computer Mediated Communication, \*Mainframe Computers, University of Victoria BC

At the University of Victoria (British Columbia), computer mediated communications have been used since 1988 in the delivery of distance education in the Certificate Program in Computer Based Information Systems. From 1988 to 1990, a university mainframe computer was used as the host for communications, but since 1990, the host has been a personal computer (PC) based electronic bulletin board system (BBS) operated by program staff. These two methods of using computer-mediated communications are compared and contrasted from the perspectives of data communications procedures, technical support required, usage, costs, and reactions of students. BBS usage was analyzed by studying the experiences of 21 students in a version of the course. Experience with the earlier system was described by staff participants. Students found the BBS easy to use and easy to learn. The instructor found it to be a good vehicle for broadcasting information. Help-desk functions were used much less often with the BBS than with the mainframe system, and installation of the system was easy and efficient. While the BBS does not meet every need of the distance education class, it represents an improvement over the mainframe system and will serve until an improved method is developed. (SLD)

ED 359 946

IR 054 441

Ford, Helen

The Education of Staff and Users for the Proper Handling and Care of Archival Materials: A RAMP Study with Guidelines.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Informa-

tion Programme.; United Nations Intergovernmental System of Information in Science and Technology.

Spons Agency—International Council on Archives, Paris (France).

Report No.—PGI-91/WS/17

Pub Date—91

Note—46p.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Archives, Developing Nations, Equipment, Guidelines, \*Preservation, \*Records Management, Reprography, Training Methods The United Nations Educational, Scientific and Cultural Organization (UNESCO) Records and Archives Management Programme (RAMP) works primarily to help developing countries meet archive and record management needs. This study is intended to inform archivists, curators, and users in the proper handling and care of archival materials. The publication includes: (1) a description of the context of conservation and preservation, including costs, approaches, and technology; (2) an overview of the varieties of archival materials and the kinds of care they may need; (3) a description of kinds of physical aids, reading room aids, copies, furnishings, and handling techniques for preservation; (4) a discussion of training users and staff for the care and handling of archival materials; and (5) guidelines for aids and training that will enhance preservation. (Contains 12 references.) (KRN)

ED 359 947

IR 054 442

Kitching, Christopher

The Impact of Computerization on Archival Finding Aids: A RAMP Study.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.; United Nations Intergovernmental System of Information in Science and Technology.

Spons Agency—International Council on Archives, Paris (France).

Report No.—PGI-91/WS/16

Pub Date—91

Note—76p.

Pub Type—Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Archives, Automation, Computer Networks, \*Computer Oriented Programs, Databases, Data Processing, Developing Nations, \*Information Technology, Models, Research and Development, Standards, Surveys, Thesauri Identifiers—Examples, \*Finding Aids, MARC

This report is based on a questionnaire sent to 32 selected National Archives and on interviews with archivists from eight countries. Geared to the needs of developing countries, the report covers: (1) the impact of computerization on finding aids; (2) advantages and problems of computerization, including enhanced archival control, integration of paper and nonpaper materials, new opportunities for information management, identification of appropriate hardware and software, staff training needs, and funding needs; and (3) current research and development in the areas of standards for archival description, control of terminology and concepts, data exchange formats, networks, and new technology. Several concrete examples illustrate the discussion. A list of countries participating in the study is included. (Contains 95 references.) (KRN)

ED 359 948

IR 054 443

Feinberg, Richard And Others

Introduction to the Stony Brook Library: A Workbook for LBR 150. Third Edition.

State Univ. of New York, Stony Brook. Library.

Pub Date—92

Note—99p; For the second edition, see ED 317 212.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*College Libraries, Current Events, Government Publications, Higher Education, \*Library Instruction, Library Services, \*Library Skills, Newspapers, \*Online Catalogs, Online Searching, \*Reference Materials, Reference Services, \*Research Skills, Search Strategies, Statistics, Workbooks

Identifiers—Library of Congress Subject Headings, State University of New York Stony Brook This workbook introduces students at the State

University of New York at Stony Brook to the main campus library system and teaches basic research skills. The workbook is divided into 10 sections: (1) introduction to the Stony Brook library; (2) how to find books by title or author using the Stony Brook Automated Retrieval System (STARS); (3) how to search STARS by subject to find material on specific topics, including how to consult the Library of Congress List of Subject Headings; (4) how to use general and specialized encyclopedias; (5) how to locate and use subject bibliographies; (6) using periodical indexes, book and article abstracts, and computerized information retrieval; (7) the scope of the library's newspaper collection and how to find topics in these newspapers; (8) use of news digests, almanacs and other publications to research current affairs and to locate biographical information about contemporary figures; (9) the library's government documents collection and how to use aids to locate specific documents; and (10) types of statistical questions that can be answered in a library and tools for statistical research. Each chapter contains review questions, an answer key, and sample questions from the course practicum examination. (KRN)

ED 359 949

IR 054 444

Faerber, Gerda

Irish Literature in Austria.

Pub Date—92

Note—17p; Paper presented at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, July 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Literature, \*Authors, \*Childrens Literature, \*Drama, \*Fiction, Foreign Countries, German, Publishing Industry, Translation

Identifiers—Austria, \*Irish Literature

After a brief description of some historical and cultural interchanges between Ireland and Austria, the paper examines Irish fiction that has been translated into German and Irish plays that have been performed in Vienna over the past 25 years. The paper also describes German translations of Irish children's fiction, including classics like Gulliver's Travels, Celtic and Irish tales, and the works of Ellis Dillon, Tom McCaughren, Martin Waddell, Joan Lindgard, and other Irish writers. The paper also describes children's books in the German language that focus on Ireland. (KRN)

ED 359 950

IR 054 445

Bricken, William

Learning in Virtual Reality.

Washington Univ., Seattle. Washington Technology Center.

Report No.—HITL-TR-M-90-5

Pub Date—90

Note—8p.

Available from—Human Interface Technology Laboratory, University of Washington, FJ-15, Seattle, WA 98195 (\$5).

Pub Type—Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Assisted Instruction, \*Computer Simulation, Constructivism (Learning), \*Educational Innovation, Group Instruction, Individualized Instruction, \*Learning Processes, \*Multisensory Learning, Technological Advancement

Identifiers—\*Virtual Reality

The essence of the computer revolution is yet to come, for computers are essentially generators of realities. Virtual reality (VR) is the next step in the evolutionary path; the user is placed inside the image and becomes a participant within the computational space. A VR computer generates a direct experience of the computational environment. The participant wears hardware that senses his natural behavior and displays from his personal perspective. The characteristics of VR are the same as those of good teaching. The teacher wants to create an environment that is programmable (curricula) and in which the students participate. Everything we do to educate with words and with pictures can be provided as virtual experience. We can vary location, scale, density of information, interactivity and responsiveness, time, and degree of participation. VR makes immediate sense because what a participant sees and hears has a meaning that does not require explanation. Text does not fare well on VR because text is not constructed for interaction; the VR ana-

log of text is natural speech. Rather than teaching a structure of symbols, such as algebra, VR will first teach meaning through experience, then the symbolic abstraction of those experiences. VR is a natural interface with abstractions. No one has any idea what extended exposure to high-quality VR is like or other possible negative impacts, but VR will be commonplace in 20 years. (KRN)

ED 359 951 IR 054 446

**The Human Interface Technology Laboratory.**  
Washington Univ., Seattle. Washington Technology Center.

Pub Date—91

Note—38p.; Some pages have toner streaks.

Available from—Human Interface Technology Laboratory, University of Washington, FJ-15, Seattle, WA 98195 (Order No. M-90-3, \$5).

Pub Type—Collected Works—General (020)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Business, Electronic Mail, Higher Education, \*Laboratories, \*Man Machine Systems, Personnel, Publications, Research and Development, \*Research and Development Centers, Videotape Cassettes

Identifiers—\*Product Development, University of Washington, \*Virtual Reality

This booklet contains information about the Human Interface Technology Laboratory (HITL), which was established by the Washington Technology Center at the University of Washington to transform virtual world concepts and research into practical, economically viable technology products.

The booklet is divided into seven sections: (1) a brief description of virtual worlds technology; (2) a description of HITL and how it interfaces with its parent institutions and surrounding community; (3) a list of HITL staff, fellows, and students, with a one-paragraph description of the activities of each; (4) a description of the Virtual Worlds Consortium, which works to enhance commercial applications of virtual worlds technology and a list of participating corporations; (5) lists of HITL core activities, enabling technologies, projected concept demonstration dates, and targeted markets; (6) an order form and a list of approximately 60 HITL technical publications; and (7) reprints from newspaper and magazine articles about virtual reality and HITL. A brief description of "sci-virtual-worlds," a multidisciplinary USENET newsgroup devoted to discussions of the subject, is given on the inside back cover. (KRN)

ED 359 952 IR 054 447

**Spivey, Mark A.**  
**Library Ethics: An Aspirational and Culturally Sensitive Alternative to Its Commandments.**

Pub Date—[92]

Note—15p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Codes of Ethics, Confidentiality, \*Cultural Differences, Freedom of Information, Higher Education, \*Librarians, \*Library Science, \*Moral Values, \*Social Values, Standards

Identifiers—Moral Reasoning, \*Professional Ethics  
Cultural diversity raises dilemmas for the library profession, some of which are difficult to resolve on the basis of its absolutist ethical prescriptions. Psychological studies of class, cultural, and gender differences in moral reasoning support a professional ethics based upon care and cultural sensitivity, instead of universal and obligatory principles. Librarians can change their professional codes of conduct, in order to express more realistically their aspirations and community responsibilities, while accommodating social differences. (Contains 19 references.) (Author)

ED 359 953 IR 054 448

**King, Christine And Others**  
**Library Skills for Psychological Research: A Workbook for Psychology 121, 3rd Edition.**

State Univ. of New York, Stony Brook. Library.

Pub Date—92

Note—103p.; For the 2nd edition, see ED 317 213.

Pub Type—Guides—Classroom—Learner (051)—Tests/Questionnaires (160)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—College Libraries, \*Course Integrated Library Instruction, Government Publications, Higher Education, \*Library Skills, Newspapers, Online Catalogs, \*Online Searching, Periodicals, \*Psychology, Reference Materials, Research Skills, Search Strategies

Identifiers—State University of New York Stony Brook

Brook

This workbook on library skills for psychological research covers: (1) how to look up books by title or author, including an introduction to STARS (the Stony Brook Automated Retrieval System); (2) how to find books by subject using STARS and how to consult the Library of Congress List of Subject Headings; (3) the kinds of informational questions in psychology that can be answered with reference works and the types of reference books available; (4) the importance of journals for psychological research and how to identify appropriate journals; (5) how to use a periodical index, the Stony Brook Union List of Serials, and the titles of periodical indexes useful for research in psychology; (6) how to use abstracting sources and the titles of abstracting sources useful for psychology; (7) how to use the Social Sciences Citation Index, CD-ROMs, and computerized information retrieval; (8) how to use newspapers and general magazines, and use of specialized newspaper indexes, and location of microform articles; (9) the use of reference sources for getting information about psychological tests and measures; and (10) government documents in the Stony Brook library and how to locate appropriate documents. Each chapter contains review questions, an answer key, and samples of questions that appear on the course practicum exam. (KRN)

ED 359 954 IR 054 449

**Wortley, Beatrice**  
**Literature and Literacy: The 'Real' Book Approach to Children Learning To Read.**

Pub Date—92

Note—14p.; Paper presented at the Annual Conference of the International Association of School Librarians (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Children's Literature, Elementary Education, Foreign Countries, Preschool Education, \*Psycholinguistics, \*Reading Instruction, Reading Material Selection, \*Reading Programs, Reading Teachers, \*Whole Language Approach

Identifiers—Goodman (Kenneth), United Kingdom  
This article traces the development in Britain of the 'real' book approach to children learning to read. It begins with reference to Kenneth Goodman's seminal work in psycholinguistics published in the late 1960s. It goes on to draw on the work of Margaret Meek at the London Institute of Education and Liz Waterland, a teacher in an English primary school. Margaret Meek, the acknowledged doyenne of reading teachers, demonstrates the use and the place of quality fiction for children learning to read. While Margaret Meek concentrates on the value of quality children's literature, Liz Waterland writes from the point of view of the classroom teacher. She describes how adopting the 'real' book approach was a 'Damascus Road' conversion for her and one she could never go back on. An article by Colin Mills is discussed for the way it points out how the common language of education, derived from the behaviorist tradition, acts as a hindrance when applied to the 'real' book approach. Finally, an article by Henrietta Dornby offers readers a practical illustration of how one teacher helps pre-school children relate to the books read at story time. (Contains 12 references.) (KRN)

ED 359 955 IR 054 460

**Fretwell, Gordon, Comp. Davat, Nicola, Ed.**  
**ARL Annual Salary Survey, 1992.**

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0361-5669

Pub Date—Dec 92

Note—100p.; For the 1991 survey, see ED 344 589. Available from—Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, DC 20036 (\$20/year for members; \$60/year for nonmembers).

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*Academic Libraries, Annual Reports, Foreign Countries, Higher Education, Librarians, \*Library Personnel, \*Library Statistics, Library Surveys, \*Occupational Information, Occupational Surveys, Questionnaires, \*Research Libraries, \*Salaries, Tables (Data)

Identifiers—\*Association of Research Libraries,

Canada, United States

This report presents data from the 1992 ARL (Association of Research Libraries) annual salary survey. Forty-two tables report data on professional salaries and years of experience, including a breakdown for minority librarians; distribution of professional staff by salary and position and by sex and position; the type of institution; and size of professional staff. Tables are organized in five categories: ARL non-university libraries, ARL university libraries, Canadian ARL university libraries, ARL university medical libraries, and ARL university law libraries. An overall summary of the distribution of university librarians and non-university librarians by salary level is also provided, as well as copies of the questionnaires and instructions for the two groups of librarians. (KRN)

ED 359 956 IR 054 461

**Bowden, Virginia M. And Others**  
**Medical Information Availability and Usage in South Texas, Final Report.**

Texas Univ., San Antonio. Health Science Center.

Spons Agency—National Library of Medicine (DHHS/NIH), Bethesda, Md.

Pub Date—31 Aug 91

Contract—N01-LM-6-3505

Note—154p.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—\*Databases, Evaluation Methods, Financial Support, Health Personnel, Information Dissemination, Library Networks, \*Library Services, \*Medical Libraries, Needs Assessment, Online Searching, \*Online Systems, \*Outreach Programs, \*Physicians, Program Evaluation, Rural Areas, Urban Areas, Users (Information), Use Studies

Identifiers—Medical Information Systems, MEDLINE, Texas (South)

This project examines the impact of the University of Texas Health Science Center's Circuit Library Health Information Network (CLHIN) on availability and usage of medical information to health professionals and the effect of the promotion of online services. GRATEFUL MED and MEDLINE (flat rate). The project included a survey of physicians, analysis of use statistics of CLHIN services, and analysis of flat-rate password purchasers and use. Findings showed that differences in user profiles did not affect information usage; differences in information use between physicians in urban and rural areas are related to the use of MEDLINE and libraries; physicians did not search MEDLINE by themselves; the program has succeeded in providing information to an underserved area; CLHIN's impact in developing GRATEFUL MED users is not measurable; the generalizability of the CLHIN model of circuit librarianship is unclear; an effective circuit librarian and institutional liaison are critical to success; the project was successful in introducing users to online services; perceived value for price and convenience motivated purchase of the flat-rate password; the median reasonable flat-rate charge recommended by participants was \$150; use of the flat-rate password varied by professional training and academic affiliation. Also included are 37 statistical tables, a report on medical information and availability, physician information needs surveys, a description of promotional and training activities, and a survey of flat-rate MEDLINE password holders. (Contains 39 references.) (KRN)

ED 359 957 IR 054 462

**Phillips, Judith**  
**Social Issues in Australian Children's Literature.**

Pub Date—Jul 92

Note—5p.; Paper presented at the Annual Conference of the International Association of School Librarians (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Censorship, \*Children's Literature, Cultural Pluralism, Elementary Education, Elementary School Students, Environmental Education, Fiction, Foreign Countries, Sex Fairness, \*Social Attitudes

Identifiers—\*Australia, \*Political Correctness

This paper examines recent Australian children's literature. It focuses on the prevailing social attitudes in Australia towards gender, environment, and multiculturalism and how these social issues are



treated in the fiction books written for Australian children. The paper also examines the implications for children's literature of the expectations for authors to present a correct ideological stance towards these issues and if these expectations can be construed as a "new censorship." Through their leadership school librarians can encourage children to read widely and to discuss and question the social issues which are raised. (KRN)

**ED 359 958** IR 054 463

*Hallein, Joe*  
**UNESCO School Libraries in Oceania Project.**

Pub Date—Jul 92

Note—7p; Paper presented at the Annual Conference of the International Association of School Librarianship (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Developing Nations, Elementary Secondary Education, Foreign Countries, Higher Education, Instructional Materials, International Programs, \*Library Education, Library Personnel, \*Library Services, \*Rural Schools, \*School Libraries, Teacher Education

Identifiers—\*Oceania, \*UNESCO

The South Pacific School Libraries Project was launched by UNESCO in 1978 and continued until 1991. It was designed to improve school library service in the 11 independent island states (Cook Islands, Fiji, Kiribati, Nauru, Niue, Papua New Guinea, Solomon Islands, Tonga, Tuvalu, Vanuatu, and Western Samoa) of the Southwest Pacific and to develop training programs for teachers and school library staff in the region. The paper also describes some of the methods and materials developed to provide library services to a very isolated rural population. (KRN)

**ED 359 959** IR 054 464

*Waldrop, Ruth W.*  
**Books for Children: Writing, Publishing, and Marketing.**

Pub Date—Jul 92

Note—11p; Paper presented at the Annual Conference of the International Association of School Librarians (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

Available from—Ruth W. Waldrop, P.O. Box 2504, University of Alabama, Tuscaloosa, AL 35486 (\$1 for postage; 40% discount for more than 10 copies).

Pub Type—Guides - General (050) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Authors, \*Children's Literature, \*Creative Writing, Elementary Secondary Education, \*Librarians, Marketing, Media Specialists, Publishing Industry, School Libraries

Identifiers—\*Writing for Children

This paper discusses why school librarians are well qualified to write for students and describes the following aspects of becoming a successful writer: (1) manuscript development, including choosing the type of material to write, gathering materials, deciding on the level of intended readers, and getting a manuscript illustrated; (2) publishing issues, including how to investigate publishers, contact publisher's representatives, or decide on self-publishing; (3) marketing concerns, including the services of publishing houses and opportunities for self-marketing; and (4) business responsibilities. (KRN)

**ED 359 960** IR 054 465

*Olen, Sandra*  
**Books and Media for All South African Children in the 21st Century?**

Pub Date—Jul 92

Note—47p; Paper presented at the Annual Conference of the International Association of School Librarians (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Access to Information, \*Children's Literature, Developing Nations, Elementary School Students, Elementary Secondary Education, Financial Support, Foreign Countries, Graphs, Higher Education, Illiteracy, \*Indigenous Populations, Library Collections, Library Development, Library Education, Policy Formation, Problems, Reading Programs, \*School Libraries, Secondary School Students,

Socioeconomic Influences, \*Student Teacher Attitudes  
Identifiers—Library Policy, National Policy, \*South Africa

This paper identifies obstacles to physical and intellectual access and effective use of books and media by South African children and suggests some possible solutions. It also includes a description of a study of the attitudes of first-year student teachers at colleges of education and universities in the Transvaal towards school libraries. The paper includes nine graphs depicting the findings. Obstacles to access identified in South Africa are similar to those in other developing countries and include: socio-economic problems, illiteracy, lack of reading tradition, insufficient library facilities or information technology for the majority of the population, few books published locally by black writers in indigenous languages, and few qualified media teachers. Resources found in South Africa include many well-stocked media centers, some centralized and regional media collections, training courses for media teachers, and programs to encourage reading undertaken by READ Educational Trust (an independent organization) in many of the disadvantaged schools. Ways to make books and media accessible to all children include the redistribution or sharing of resources, community libraries, and cooperation in the development of a national policy for school libraries. Once problems of access are solved, effective use can follow. An example of black traditional literature is appended. (Contains 41 references.) (KRN)

**ED 359 961** IR 054 466

*Kent Library Collection Policy and Departmental Library Selection Profiles.*

Southeast Missouri State Univ., Cape Girardeau.

Pub Date—1 May 91

Note—35p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Libraries, Departments, Evaluation Criteria, Higher Education, Interlibrary Loans, \*Library Collection Development, \*Library Collections, \*Library Material Selection, Policy Formation

Identifiers—Southeast Missouri State University

This guide serves as an academic departmental planning instrument and provides a description of the various collections, goals, and policies of Southeast Missouri State University's Kent Library. An overview provides information about the library's mission, funding sources and allocation procedures, departmental library liaisons, overall selection criteria, and nondisciplinary and interdisciplinary criteria. The second section describes 17 of the library's collections, including the general and periodical collections, reference, microforms, rare books, and the browsing collections and describes the kinds of materials that are added to the collections. Policies governing acquisitions, by purchase and by gift, and their disposition once they have been acquired are described in the third section. The next section covers interlibrary loan policies, and the last section describes the purpose of departmental library profiles and procedures for developing the profiles. The form used to collect information for the profiles is attached, but the individual profiles from the complete guide are not included in this document. (KRN)

**ED 359 962** IR 054 467

*Durrant, Fay*  
**A Regional Information System Strategy for the Caribbean for the Year 2000.**

Caribbean Community, Georgetown (Guyana); Economic Commission for Latin America and the Caribbean (UN), Port of Spain (Trinidad and Tobago); International Development Research Centre, Ottawa (Ontario).

Report No.—IDRC-MR214e

Pub Date—89

Note—142p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Change Strategies, Developing Nations, Economic Development, Foreign Countries, Information Centers, Information Needs, \*Information Networks, Information Services, \*Information Systems, \*International Programs, Planning, \*Policy Formation, Regional Planning, Resources

Identifiers—\*Caribbean, Information Policy, Na-

tional Policy, Priorities

This document outlines the proposals for a regional information system strategy resulting from a project undertaken by the Caribbean Community Secretariat and the United Nations Economic Commission for Latin America and the Caribbean Sub-regional Headquarters for the Caribbean. The document covers: (1) the role of information in the development process; (2) policy issues as they exist in relation to geographical groupings of Caribbean states; (3) priority information development sectors, such as agriculture, industry, and tourism; (4) information services required by the development community and by innovators in the public and private sector; (5) description of programs offered by existing systems; (6) mandates of relevant organizations that have already implemented systems in their areas of specialization; (7) description of activities of regional organizations in the development of regional information systems; (8) activities of extra-regional and international organizations in the development of information systems; (9) examination of human, technological, information and financial resources available for maintenance of regional information systems; (10) national information policies; (11) mechanisms such as libraries and statistical services that facilitate regional and national information flow; (12) proposals that identify systems to be linked, recommend the establishment of systems meeting specific needs, and create a regional network to consult and monitor regional information systems; and (13) policy monitoring. Reports of meetings with regional organizations and a list of participants are appended. (KRN)

**ED 359 963** IR 054 485

*Woolf, Blanche*  
**Creating Elementary and Secondary School Libraries: A Basic Approach.**

Pub Date—Jul 92

Note—13p; Paper presented at the Annual Conference of the International Association of School Librarians (21st, Belfast, Northern Ireland, United Kingdom, July 20-24, 1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Desktop Publishing, Developing Nations, Elementary Secondary Education, \*Learning Resources Centers, \*Library Development, Library Materials, \*Literacy, \*Material Development, Media Specialists, \*School Libraries, \*Student Developed Materials, Writing for Publication

Identifiers—Information Skills

This paper presents a method for creating school libraries through the production of materials by the students themselves. Purposes of the project are to promote literacy in elementary and secondary schools through opportunities for students to read and write and to encourage the creation of school libraries where none exists. Teachers are shown how, by using a core reference collection, elementary and secondary students can prepare research reports that can be transformed through the use of electronic desktop publishing into a basic library for the schools. In this way, teachers are encouraged to make research assignments that take the classroom beyond lecture/text instruction, and students are encouraged to expand their information seeking skills. Adding to, maintaining, and distributing the collection are assignments for someone who is knowledgeable, thus identifying the need for school librarians to assist in the resources process and management of resource collections. A list of criteria for establishing a library is appended. (Contains 7 references.) (KRN)

**ED 359 964** IR 054 532

*Sharma, R. N., Ed.*  
**Research and Academic Librarians: A Global View. Proceedings of a Special Session on International Librarianship Held during the National Conference of the Association of College and Research Libraries (6th, Salt Lake City, Utah, April 12-14, 1992).**

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date—93

Note—151p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Academic Libraries, Foreign Countries, Higher Education, \*Information Needs, International Studies, \*Librarians, Library Research, \*Research Libraries, Research Univer-

sities, Research Utilization  
Identifiers—Africa, Australia, India, Kenya, New Zealand, Russia, United Kingdom

Five speakers of international prominence from around the world presented a program dealing with the research efforts of academic librarians and the effect of research on academic libraries in Australia and New Zealand, India, Russia, Africa (with an emphasis on Kenya), and the United Kingdom. This proceedings includes the following papers presented at the session: (1) "Research and Academic Librarians in the United Kingdom" (Stephen W. Massil); (2) "Research and Academic Librarians in Africa with Emphasis on Kenya" (James Mwangi Ng'Ang'a); (3) "University Libraries, Librarians and Research in India: An Overview" (P. B. Mangla); (4) "Research and Librarians in Russia" (Ludmila F. Kozlova); and (5) "Research and Academic Librarians in Australia and New Zealand" (Colin Taylor). Biographical sketches of the contributors are included. (Contains 74 references.) (SLD)

**ED 359 965** IR 054 596  
**Documenting Community Organizations.**

Central New York Library Resources Council, Syracuse.

Pub Date—93

Note—13p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Archives, \*Community Organizations, Data Collection, Decision Making, \*Documentation, \*History, \*Information Storage, Librarians, Library Role, Preservation, Record-keeping, \*Records Management

This booklet offers an introduction to keeping and documenting the history of community organizations. With their variety of purposes these organizations add texture and variety to a community's heritage. A knowledge of that heritage, provided by written documentation as well as oral tradition, proves valuable to members of the organization, to historians and to the community itself. It should be the responsibility of someone in every organization to systematically save and preserve documents in an orderly fashion for future reference. Adequate historical records, well organized and readily accessible, can provide information for the organization's decision making. What to keep will vary, but permanent and temporary items can be determined based on the needs of the organization and its facilities for storage. A brief list of five resources suggests reliable and practical advice for the person who takes care of the organization's documents. A list of helpful organizations is also included. (SLD)

**ED 359 966** IR 054 597  
**Preservation Needs Assessment: A Management Tool. Final Report of the 1992-1993 Central New York Preservation Needs Assessment Project.**

Central New York Library Resources Council, Syracuse.

Spons Agency—New York State Program for the Conservation and Preservation of Library Research Materials.

Pub Date—Mar 93

Note—50p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Libraries, Emergency Programs, Higher Education, \*Library Administration, Library Collections, \*Library Cooperation, Library Planning, Library Surveys, Needs Assessment, \*Preservation, Program Implementation, Public Libraries, \*Records Management, Special Libraries, Training

Identifiers—\*Central New York Library Resources Council, \*New York

From August to November of 1992, 10 institutions from central New York State (Colgate University Library, Fayetteville Free Library, Herkimer County Community College Library, Oneida Community Mansion House, Onondaga Community College Library, Onondaga County Public Library, Onondaga Historical Association, Skaneateles Library Association, State University of New York Health Science Center - Syracuse Library, Utica Public Library) participated in a cooperative preservation needs assessment project for the Central New York Library Resources Council. The assessment consisted of three phases, each launched by a 1-day training seminar. Each of the institutions conducted the survey on a 100- or 400-item random sample drawn from its library collection (either general or a special collection). The project identified

preservation problems, solutions, and priorities; developed institutional preservation plans; identified collective preservation problems and solutions; and identified and established priorities for collective action. The target collections samples represented an estimated 627,500 items, with a variety of preservation problems. The vast majority lacked environmental control. The survey formed the basis for a grant proposal for future cooperative action centering on disaster preparedness, preservation program implementation, and a preservation techniques refresher program. Nine appendixes provide supplemental information about the projects, its participants and agenda, and a sample plan. The survey document is included. (SLD)

**ED 359 967** IR 054 598  
**Arizona Heritage: A Bibliography of Materials and Directory of Authors, Illustrators and Storytellers for Teachers, Librarians and Parents.**

Arizona State Library Association, Phoenix.

Spons Agency—Arizona Humanities Council, Phoenix.

Pub Date—92

Note—131p.; Funding also provided by the Friends of the Phoenix Public Library.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—American Indian Culture, American Indian History, Biographies, \*Childrens Literature, Elementary Education, Elementary School Students, Environmental Influences, Fiction, \*Folk Culture, Government (Administrative Body), Hispanic American Culture, Periodicals, Personal Narratives, \*State History, Story Telling, United States History

Identifiers—\*Arizona

Resources about Arizona for children in kindergarten through eighth grade are listed. Materials include fiction and non-fiction and are mostly English language titles. Books listed have generally been published since 1977, although classic titles distinguished by literary or artistic merit are included, as are bibliographies published before 1977. Arizona heritage that is recorded in Spanish and Native American language materials is listed in the bibliographies cited. Materials are arranged alphabetically by author within each section. A tentative grade level of primary school, intermediate grade, and junior high school is indicated for each resource. The following sections are included: (1) literature for kindergarten through grade 3; (2) literature for grades 4 through 6; (3) folktales; (4) biographies and personal accounts; (5) Arizona environment, wildlife, and plants; (6) geography and travel; (7) politics and government; (8) history; (9) native American history and culture; (10) Hispanic history and culture; (11) magazines; (12) bibliographies; (13) storytellers, authors, and illustrators; and (14) publishers and vendors specializing in the Southwest. A total of 525 print materials are listed. (SLD)

**ED 359 968** IR 054 599  
**The Gentle Rabble-Rouser, or a Handbook of Local Self-Help for the School Media Specialist.**

Rhode Island Educational Media Association.

Pub Date—Dec 92

Note—21p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, Financial Aid Applicants, Financial Support, \*Grants, Grantsmanship, Guidelines, Higher Education, \*Librarians, Library Role, Library Services, \*Media Specialists, Professional Associations, Public Agencies, \*Resource Materials, \*School Libraries, School Personnel, Users (Information)

Identifiers—\*Rhode Island

Helpful hints are provided to keep the library media specialist visible, expand resources, identify constituencies and resources, and keep the library from being taken for granted. Library media specialists must recognize that they are faced with a kaleidoscope of constituencies, beyond students and teachers, in local businesses, parents, school officials, and other libraries. Similarly, they deal with a kaleidoscope of roles in relation to each of the constituencies. Practical tips are given for the communication that keeps the library from being taken for granted. A resource list of governmental agencies; graduate study programs; grant agencies; state, regional, and national professional organizations; and advocacy

groups is provided. Ten golden rules for obtaining grants are listed. (SLD)

**ED 359 969** IR 054 600  
**Dearie, Tammie Nickelson, Comp. Steel, Virginia, Comp.**

**Interlibrary Loan Trends: Staffing and Organization. SPEC Kit #187.**

Association of Research Libraries, Washington, D.C. Office of Management Services.

Report No.—ISSN-0160-3582

Pub Date—Sep 92

Note—145p.

Available from—Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (Prepayment required).

Pub Type—Collected Works - General (020) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Academic Libraries, Higher Education, \*Interlibrary Loans, Library Administration, Library Automation, \*Library Cooperation, \*Library Personnel, Library Surveys, \*Research Libraries, \*Shared Library Resources, Student Employment, Training, Trend Analysis

Identifiers—Association of Research Libraries

Topics related to research library interlibrary loan staffing and organizational structures were explored through a survey conducted by the Systems and Procedures Exchange Center (SPEC) of the Association of Research Libraries. Data gathered from 82 libraries show a very small increase in the number of full-time equivalents in loan units between 1987 and 1992, with a static number of professionals and a slight increase in paraprofessionals and student employees. Lending operations are shown to be more labor-intensive than are borrowing activities. The use of students and paraprofessionals is high because of the many routine processing duties. Interlibrary loan operations generally tend to be part of the reference department or the circulation/access services department. The variety and complexity of new automated systems mean that training is a continuing requirement in loan operations. If interlibrary lending continues its rapid growth, the research library's ability to meet its clientele's needs will continue to be challenged. In addition to the survey results, information and sample documents for organization charts, and professional, support staff, and student job descriptions are included. A list of five selected readings is also provided. Flyer 187 is included, which summarizes the kit. (SLD)

**ED 359 970** IR 054 601  
**Brewer, Julie, Comp.**

**Internship, Residency, and Fellowship Programs in ARL Libraries. SPEC Kit 188.**

Association of Research Libraries, Washington, D.C. Office of Management Services.

Report No.—ISSN-0160-3582

Pub Date—Oct 92

Note—129p.

Available from—Association of Research Libraries, Office of Management Services, 21 Dupont Circle, Suite 800, Washington, DC 20036 (members, \$25; non-members, \$40; shipping, U.S. \$5.50, Canada \$6.50, other countries \$15; prepayment required).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Academic Libraries, Career Development, \*Fellowships, Field Experience Programs, Graduate Students, Higher Education, \*Internship Programs, \*Library Education, Library Surveys, Minority Groups, Professional Associations, Questionnaires, \*Research Libraries, \*Work Experience Programs

Identifiers—\*Association of Research Libraries

Over the years academic libraries have developed various field experience models to supplement traditional library education and provide career development and advancement. To assess the availability of internship, residency, and fellowship programs among its members, the Association of Research Libraries (ARL) conducted a survey of its membership in 1992. The importance of practical learning in a library situation is reflected in the number of well-established graduate internship programs. Eighteen libraries had internship programs, and others had field experience programs. Eleven libraries had residency programs, seven of which required minority status. Two libraries responded with details about midcareer fellowship programs, and

other fellowships were coordinated by professional agencies and associations. Field experience opportunities are highly individualized, a fact supported by the included descriptions of eight internship programs, seven residency programs, two fellowship programs, and two related programs. A list of 12 selected readers and the survey instrument are provided. Flyer 188 is included, which summarizes the kit. (SLD)

**ED 359 971** IR 054 602  
Latta, Gail F., Comp.

**Liaison Services in ARL Libraries. SPEC Kit 189.**  
Association of Research Libraries, Washington, D.C. Office of Management Services.

Report No.—ISSN-0160-3582

Pub Date—Dec 92

Note—193p.

Available from—Association of Research Libraries, Office of Management Services, 21 Dupont Circle, Suite 800, Washington, DC 20036 (members, \$25; non-members, \$40; shipping, U.S. \$5.50, Canada \$6.50, other countries \$15; prepayment required).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Academic Libraries, \*Definitions, \*Evaluation Criteria, \*Guidelines, \*Librarians, \*Library Cooperation, \*Library Networks, \*Library Services, \*Library Surveys, \*Professional Associations, \*Questionnaires, \*Research Libraries, \*Telecommunications, \*Training

Identifiers—\*Association of Research Libraries, \*Liaison Administrators

To gather more information on the role of the liaison in research libraries, the Association of Research Libraries (ARL) Office of Management Services conducted a survey in 1992 of its academic library members. Completed surveys were returned by 49 libraries. Liaisons in both technical and public services were reported by 59 percent, while 31 percent reported having only public service liaisons. While no typical liaison position could be identified, 13 libraries reported having written definitions of liaison practice, 24 reported policies or guidelines, and 15 formulated definitions for purposes of this survey. New aspects of liaison work are emerging as access to electronic information sources expands. There is a growing need to know what factors contribute to effective liaison relations in the academic setting, and more focused and objective studies may be necessary. The kit contains: (1) survey results; (2) responses about organization and coordination of liaison librarians from nine libraries; (3) position descriptions from eight libraries; (4) definitions and guidelines from 15 organizations; (5) descriptions of internal communication of liaison activities from four libraries; (6) liaison services for library users from five libraries; (7) training descriptions from four libraries; (8) goals and evaluation criteria from eight libraries; and (9) assessment policies from two libraries. An annotated bibliography of 30 entries is provided. Flyer 189 is included, which summarizes the kit. (SLD)

**ED 359 972** IR 054 603  
Fast, Margaret. And Others

**Bibliographic Instruction Committee Report.**

Wichita State Univ., KS. Libraries.

Pub Date—29 Jun 92

Note—43p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Advisory Committees, \*Bibliographies, \*College Faculty, \*College Libraries, \*Course Evaluation, \*Curriculum Development, \*Educational Improvement, \*Educational Objectives, \*Guidelines, \*Higher Education, \*Instructional Effectiveness, \*Librarians, \*Library Instruction, \*Library Services, \*Library Skills, \*Reference Services, \*Teaching Methods, \*Undergraduate Students

Identifiers—\*Wichita State University KS

The Bibliographic Instruction Committee of the Wichita State (Kansas) University Libraries recommended changes to improve the current bibliographic instruction program for lower division undergraduates. The shortcomings of the current program, one class period in a required English course, were analyzed; and suggestions were made to improve the instruction given to students, who come to the university with a broad range of expertise in library skills. Recommendations include the following: (1) provide multiple options for students

to learn about the library; (2) reduce the amount of time that reference librarians spend on undergraduate-level bibliographic instruction, allowing them to develop upper-level and graduate programs; (3) involve all library faculty in the instructional program; (4) allow the library to reach some goals defined by its planning committee, including enhancement of teaching functions; (5) allow the reference department to address issues of more effective strategies for users and increasing demands for bibliographic instruction; and (6) allow the library to meet the research component of the general education guidelines developed for the university by offering the first step in basic library skills and developing some higher-level courses. Appendixes contain sample library skills tests and a list of course outlines from other institutions. (Contains 38 references.) (SLD)

**ED 359 973** IR 054 604  
Oliver, S. Kemble, III

**Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success—Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH, Telecommunications Grant (1 July 1992-1 April 1993).**

South Carolina Univ., Columbia. Dept. of English. Spons. Agency—BellSouth Foundation, Inc. Atlanta, GA.

Pub Date—1 Apr 93

Note—242p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Annual Reports, Colleges, \*Computer Networks, \*Educational Cooperation, \*Educational Technology, \*Elementary Secondary Education, \*Higher Education, \*Information Networks, \*Inservice Teacher Education, \*School Districts, \*State Programs, \*Systems Development, \*Technical Assistance, \*Telecommunications, \*Training

Identifiers—\*Project REACH SC, \*South Carolina Expanding on its original purpose in developing an electronic community of humanities teachers and students in South Carolina from an existing agricultural telecommunications system, Project REACH received authorization from its sponsor, the BellSouth Foundation, to develop a statewide network for educational telecommunications and to provide training and technical and program support for any individual or organization in the state. A statewide educational telecomputing network was created with participants from virtually all of the 92 school districts in the state, most of its colleges and universities, and a majority of the 16 technical colleges. This report is the fourth of four annual reports summarizing the objectives and accomplishments of the project. The project has been able to take advantage of a wide area network connecting South Carolina institutions of higher education to conduct training seminars and has provided extensive training and technical support for the telecommunications system that must be regarded as in its infancy. Teachers across the state are receiving training and learning to use electronic information applications. Some of the remaining problems and issues for the future of the network are discussed. (SLD)

**ED 359 974** IR 054 605  
Lowe, Marilyn T.

**Cooperative Planning and Information Access Skills.**

Pub Date—93

Note—59p.; Specialist in Education, Georgia State University.

Pub Type—Dissertations/Theses - Undetermined (040) — Tests/Questionnaires (160)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Access to Information, \*Cooperative Planning, \*Course Integrated Library Instruction, \*Curriculum Development, \*Educational Cooperation, \*Educational Planning, \*Elementary Education, \*Elementary School Teachers, \*Information Retrieval, \*Information Utilization, \*Librarians, \*Library Skills, \*Media Specialists, \*Questionnaires, \*School Libraries, \*Tables (Data), \*Teaching Methods

Identifiers—Cobb County Public Schools GA, Information Skills, \*Librarian Teacher Cooperation, Teacher Surveys

To determine if cooperative planning between the library media specialist (LMS) and the classroom teacher affects the integration of information access skills into the curriculum, classroom teachers in

grades 1 through 5 were surveyed in 10 randomly selected schools in Cobb County (Georgia). Of the 183 teachers surveyed, 131 returned questionnaires, a response rate of 72 percent. Classroom teachers (60.3 percent) stated that the LMS influenced their teaching of information access skills by providing resources either through classroom visitations or in planning sessions. Classroom teachers reported that topics of instruction during cooperative planning were discussion of useful materials and the examination of materials. Through cooperative planning, teachers stated, the introduction of information sources by the LMS helped them teach information access skills. Discussing and previewing resource materials and defining objectives appeared to be the primary areas of school LMS influence. Eleven tables present study data, and appendixes contain the cover letter and the 16-item survey questionnaire. (Contains 16 references.) (SLD)

**ED 359 975** IR 054 606  
Copyright Amendments Act of 1991. Hearings on

H.R. 2372, Copyright Amendments Act of 1991: Fair Use of Unpublished Works, Copyright Renewal, and National Film Preservation before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary, House of Representatives, One Hundred Second Congress, First Session (May 30, June 6, 12, and 20, 1991).

Committee on the Judiciary, U.S. House of Representatives, Washington, D.C.

Report No.—ISBN-0-16-040649-8

Pub Date—93

Note—609p.; Serial No. 94.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF03/PC25 Plus Postage.**

Descriptors—\*Copyrights, \*Court Litigation, \*Definitions, \*Fair Use (Copyrights), \*Federal Legislation, \*Federal Regulation, \*Film Industry, \*Films, \*Government Role, \*Hearings, \*Legal Responsibility, \*Popular Culture, \*Preservation, \*Publishing Industry

Identifiers—Amendments, Congress 102nd, House of Representatives, Reauthorization Legislation, \*Unpublished Materials

Hearings were held on 4 days to consider questions of fair use of unpublished materials, the renewal of copyrights, and national preservation of film materials pursuant to proposed amendments to federal legislation regarding copyrights included in House Bill 2372. Fair use provisions spell out some exceptions to statutorily defined rights of copyright holders. It is sometimes in the public interest to provide limited free use of protected materials, and the fair use of unpublished material has been of interest in recent court decisions. Whether legislation is needed to further define fair use is the subject of the first days of hearings. Also considered in this series of hearings are questions relating to amendments of copyright renewal conditions and terms, and the reauthorization of the National Film Registry of the Library of Congress. Proposed legislation would advance the goals of the 1988 legislation establishing the registry. Testimony from 23 witnesses was received in relation to these issues; and letters, statements, and the prepared testimony of the witnesses are included. Twenty-five appendixes provide supplemental information. The text of the bill precedes the hearing transcripts. (SLD)

**ED 359 976** IR 054 607  
Ginnane, Mary. Comp. And Others

**Directory and Statistics of Oregon Libraries, 1992.**

Oregon State Library, Salem. Library Development Services.

Report No.—ISSN-0162-0290

Pub Date—Mar 93

Note—295p.; For the 1991 directory, see ED 344 602.

Available from—Oregon State Library, State Library Building, Salem, OR 97310-0640 (\$14).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Libraries, \*Comparative Analysis, \*Data Collection, \*Depository Libraries, \*Interlibrary Loans, \*Library Collections, \*Library Expenditures, \*Library Personnel, \*Library Services, \*Library Statistics, \*Library Surveys, \*Public Libraries, \*Questionnaires, \*Special Libraries,



\*State Libraries, State Surveys, Tables (Data) Identifiers—\*Oregon, Oregon State Library

Information is provided on 217 public libraries, 65 academic libraries, and 164 special libraries in Oregon, as well as the Oregon State Library. Information is compiled from questionnaires completed by each library and other directory information sources. Data elements are based on those used in the Federal State Cooperative System for Public Library Data, a national system designed to insure comparability of data between the states. Information is provided on collections and services, income and expenditures, staffing, and interlibrary loans. The section on the Oregon State Library includes information on state and federal depository libraries. Twenty-one tables present statistics about Oregon libraries, and 13 figures illustrate the state system. (SLD)

ED 359 977

IR 054 608

Roeb, Jane A., Ed.

"Go Wild! Read!" 1993 Summer Library Program Manual. Bulletin No. 93273.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—Jan 93

Note—268p.; Title page varies.

Available from—Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—\*Childrens Libraries, Elementary Secondary Education, Library Cooperation, \*Library Services, Preschool Education, Program Development, Program Implementation, Public Libraries, \*Reading Programs, Reading Skills, \*Resource Materials, State Programs, \*Summer Programs

Identifiers—Wisconsin

The "Go Wild! Read!" theme of the Wisconsin summer library program lends itself to a multiplicity of ideas and programs. This manual brings together many ideas of practical value in the following areas: (1) planning and promoting programs; (2) decorating the library; (3) programs and activities; (4) giveaways and games; (5) performances and presentations; and (6) resources. As children participate in this 18th consecutive summer library program, they will strengthen their reading skills and powers of analysis as their imaginations are stimulated. In addition, families will learn more about the variety of available library resources. Lists of resources include 15 periodicals for children, 53 books, 70 resources for disabled children, and lists of other professional sources and agencies. (SLD)

ED 359 978

IR 054 610

Libraries and Library Services. Field Hearing before the Committee on House Administration and Joint Committee on the Library. House of Representatives, One Hundred Second Congress, Second Session (Lumberton, North Carolina, September 21, 1992).

Congress of the U.S., Washington, D.C. House Committee on House Administration; Congress of the U.S., Washington, DC. Joint Committee on the Library.

Report No.—ISBN-0-16-039547-X

Pub Date—92

Note—69p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Budgeting, Financial Support, Futures (of Society), Hearings, Library Collections, Library Cooperation, \*Library Expenditures, Library Materials, Library Services, Online Systems, Operating Expenses, Optical Data Disks, \*Public Libraries, \*Retirement, Systems Development, United States History.

Identifiers—\*American Memory Project (Library of Congress), Congress 102nd, \*Library Funding, North Carolina, Testimony

To learn first hand how the libraries of North Carolina, especially public libraries, function in spite of budget cuts, a hearing was held in Lumberton (North Carolina) to hear the testimony of interested parties from the state and national levels and specifically from the congressional district of southeastern North Carolina. While library budgets are being drastically cut, costs continue to rise, as the

witnesses attest. At this hearing, the Library of Congress introduced "American Memory," a project that will use compact discs and laser video disks to make important collections from the Library of Congress available to researchers, teachers, students, and the public at local libraries and schools. American Memory, which will eventually exist as an online resource, is the library of the future. A demonstration of the technology and search strategies of American Memory was presented. Twenty-three other witnesses addressed the hearing, including representatives of the American Library Association; representatives of state, academic, public, and depository libraries; and patrons and users of the local county library. Additional submissions for the record include letters. (SLD)

ED 359 979

IR 054 612

Rothberg, Allen P.

Simplifying Manual Circulation Techniques for Volunteers in Rural Public Library Settings for Greater Efficiency [and] Enhancing Volunteer Library Appeal: A Rural Arizona Public Library Experience.

Northland Pioneer Coll., Holbrook, Ariz.

Pub Date—15 May 93

Note—13p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Efficiency, Library Administration, \*Library Circulation, Library Materials, \*Library Technical Processes, Organizational Objectives, \*Public Libraries, Records Management, \*Rural Areas, \*Volunteers, Volunteer Training

Identifiers—\*Arizona, \*Circulation (Publications)

Papers on two projects are presented that deal with the effective use of volunteers in rural public libraries. The first paper on simplifying manual circulation techniques, explains a circulation system that volunteers in a rural library can use easily and efficiently. Setting only four due dates a month and filing all materials alphabetically in only adult and juvenile files makes it possible for volunteers to easily locate, check in, and renew materials. All four due dates are stamped on circulation cards, and the date that is uppermost is the due date for the material. Renewal simply means turning the card to the appropriate new date. The second paper describes the effective use of volunteers in the Chino Valley Public Library (Arizona), where volunteers perform services in a variety of ways, for an average of 200 volunteer hours a month. The volunteer presence is vital to the continued operation of this library. (Contains 11 references.) (SLD)

ED 359 980

IR 054 617

Ridley, Dennis R. Jones, Anthony V.

University Library Borrowing: Two Studies Illustrating a Methodology.

Pub Date—[93]

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Libraries, \*College Students, Comparative Analysis, Higher Education, Library Automation, \*Library Circulation, Library Materials, Library Surveys, \*Novels, \*Online Systems, \*Research Methodology, Use Studies, Western Civilization

Identifiers—Christopher Newport College VA, \*Classics (Literature)

The frequency with which students borrow works of literature that can be called eminent or great works from a university library was examined in two studies that are interesting for their methodology and their findings. An operational definition of great or eminent works was developed, and a list of such works was derived from three sources on Western culture. In the first study, circulation records for 45 eminent novels from the list were studied for the last 10 years, and a rate was developed from dividing the number of checkouts by the elapsed time in years since the first circulation stamp during the 10 years. Obtained ratios for each volume of the same work were simply together. In the second study, the same sample of works was studied through the library's online circulation system for the recent past. The only difference between the two studies was in the method of obtaining the basic data (i.e., an automated or online system in the second study rather than the older manual system in the first study). Library material borrowing results were quite comparable for the two methods, suggesting methodologies that enable the comparison of rates of checkout by students. Tables present the borrowing rates by

both methods, and a list of the 16 most selective works. (SLD)

ED 359 981

IR 054 619

Kirk, Joyce

Information Skills: An Educational Perspective for Tomorrow.

Pub Date—Sep 87

Note—19p.; Paper presented at the Biennial Meeting of the Australian School Library Association (10th, September 3-7, 1987).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, Curriculum Development, \*Educational Change, Elementary Secondary Education, Foreign Countries, Futures (of Society), \*Information Literacy, Program Effectiveness, \*Skill Development, Teacher Role, \*User Needs (Information), Young Adults

Identifiers—Australia, \*Information Skills, \*Information Society, Resource Based Learning

Features of the information society are discussed, and implications for education are reviewed. The information society is dominated and even overwhelmed by information. Its future is uncertain, but regardless of the eventual potential for good or harm, information literacy is a precondition of the information society. Young people in Australia are becoming more computer literate, and education authorities are developing new educational agendas for the information society. Resource-based learning is an approach that is particularly appropriate in fostering the development of individual students. The shift in emphasis from the content of what students learn to the processes of learning depends on the use of information and the development of information skills that define the purpose of an information task, locate data, select and interpret data, and use the information to complete the task. A look at information skills as they are taught in other countries highlights developments, with implications for teachers, teacher-librarians, and principals. Effective information skills programs depend on a wide range of resources. Information technology in all its forms must be an integral part of the school curriculum. (Contains 44 references.) (SLD)

ED 359 982

IR 054 620

Bazillion, Richard J.

Information Technology: A Model for Brandon University.

Brandon Univ. (Manitoba).

Pub Date—93

Note—46p.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, College Faculty, \*College Libraries, College Students, \*Computer Assisted Instruction, Computer Networks, \*Curriculum Development, Educational Technology, Foreign Countries, Higher Education, Information Networks, \*Information Technology, Library Development, \*Library Role, Models, \*Technological Advancement

Identifiers—\*Brandon University MB, Canada, Information Society

Information technology is having a profound effect on higher education in North America, and Brandon University in Manitoba (Canada) is in a position to join this movement in its early stages. The case for integrating information technology into the curriculum is argued, and the potential role of the new library complex in the teaching function is outlined. The recent expansion of the campus information network, MONET, has enhanced opportunities for faculty members, but this technology has yet to be extended to students. The new library is planned to allow the incorporation of information technology into the curriculum, should the university and the community elect to move students into the information technology age. Practical suggestions are offered to accomplish this. A first step is to begin developing courses that apply information technology to the specific research assignments required of students. A second, longer-range task is to create new courses on the history, sociology, and psychology of the information society, so that students gain an intellectual context in which to place contemporary events. It will also be essential to ensure that the technological infrastructure of the campus does not become progressively obsolete because of financial constraints. An appendix provides an annotated bibliography that lists 45 sources of additional information. (Contains 42 references.)

(SLD)

**ED 359 983**

IR 054 621

Gex, Jeannie L.

**Library Skills Workbook. Featuring: BISON-Buffalo Information System ONLINE. 14th Edition.**  
State Univ. of New York, Buffalo. Univ. Libraries.  
Pub Date—Jan 93

Note—48p.

Pub Type—Guides - Classroom - Learner (051) —  
Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Libraries, College Students, Higher Education, \*Information Retrieval, \*Library Instruction, \*Library Skills, \*Online Systems, \*Research Skills, Undergraduate Study, Users (Information), Workbooks

Identifiers—State University of New York Buffalo

The workbook is designed to give students the basic information needed to conduct effective library research. It helps familiarize students with the Buffalo Information System ONLINE (BISON), as well as other sources, in print and online, that can be used to search for information. A worksheet is included for students to mark their answers to the workbook exercises and to demonstrate that they have completed the workbook. Workbook activities are coordinated through English classes. Searching for books and locating and identifying periodicals are covered. The emphasis is on the use of the Undergraduate Library at Capen Hall at the State University of New York at Buffalo, but the skills are transferable to other campus libraries, for which locations and purposes are identified. (SLD)

**ED 359 984**

IR 054 624

Aul, Billie Yates, Melinda

**An African-American Bibliography: The Arts, Selected Sources from the Collections of the New York State Library. Reprint.**

New York State Library, Albany.

Pub Date—93

Note—25p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Biographies, Black Culture, Black History, \*Black Literature, \*Blacks, Cultural Awareness, \*Fine Arts, Library Collections, Literary Criticism, \*Music, Popular Culture, Reference Materials, State Libraries, \*Theater Arts, \*Visual Arts

Identifiers—\*African Americans, New York State Library

Selected resources of the New York State Library that document the achievements of African Americans in the arts, as well as the historical and cultural contexts of these achievements, are listed. In addition to primary sources and significant historical and critical works, the bibliography contains references to other bibliographies and research aids. Works are subdivided into primary works, biographies, history and criticism, bibliography, and reference in each of the following categories: (1) general (32 titles); (2) literature (189 titles); (3) music (78 titles); (4) performing arts (59 titles); and (5) visual arts (52 titles). The entries are indicative of African American artistic vitality and innovation. They highlight the long tradition of African American literature, its distinctive rhetorical devices and narrative forms, the current renaissance of African American literary criticism, and the concomitant rediscovery and reprinting of the works of pioneering African American artists. The entries also illustrate the achievements and special difficulties faced by African Americans in the visual and fine arts. (SLD)

**ED 359 985**

IR 054 654

Alvarez, Fernando

**Comparative Study between the "Lista de Encabezamientos de Materia" by Gloria Escamilla and the "Library of Congress Subject Heading" List.**

Pub Date—May 93

Note—46p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Bibliographic Records, Cataloging, Comparative Analysis, English, Foreign Countries, Research Needs, Spanish, \*Subject Index Terms, \*Translation

Identifiers—\*Library of Congress Subject Headings, \*Lista de Encabezamientos de Materia,

Mexico, OCLC

This study shows to what extent Gloria Escamilla's "Lista de Encabezamientos de Materia," the only published Mexican subject heading list, is equivalent to the Library of Congress subject headings (LCSH). A LCSH heading sample is obtained from OCLC's Online Union Catalog. Using the EPIC search from OCLC, 1947 bibliographic records were obtained, and the topical headings appearing in those headings were compared with those in the Escamilla list. The findings show that 79% of the bibliographic records have at least one subject heading; 78% of these were topical subject headings; of the topical subject headings, 60% are found in the Escamilla list either as a near equivalent or absolute match; 2% of the headings show change in meaning; and 38% do not have any type of possible match. A list of proposed translations for those topical subject headings under the categories of near equivalence and change in meaning is given. It is noted that the Escamilla list was published in 1978, and updating of the list is recommended. (Contains 5 references.) (Author/MES)

**ED 359 986**

IR 054 662

Bashaw, Marjorie K.

**Project: LEARN. A Case Study of an Ohio Literacy Program.**

Pub Date—Jun 93

Note—47p.; Master's Research Paper, Kent State University.

Pub Type—Dissertations/Theses - Masters Theses (042)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Literacy, \*Adult Reading Programs, Case Studies, Community Involvement, Futures (of Society), \*Literacy Education, Tutoring, Tutors, Volunteers, Volunteer Training

Identifiers—Historical Background, Ohio (Cleveland), \*Project LEARN OH

This study examines the history, development, and important characteristics of Project: LEARN, a community-based literacy program in Cleveland (Ohio). The program started in 1974 and is an affiliate of Laubach Literacy International. It has successfully used volunteer tutors to teach basic reading and writing skills to thousands of illiterate adults. Data collected for this case study were derived from interviews conducted with present and former staff of Project: LEARN, as well as from correspondence, board meeting minutes, reports, newsletters, publicity releases, newspaper articles, and an annual meeting of Project: LEARN. Related literature is reviewed; and the following characteristics of Project: LEARN are described: mission statement and purpose, organization and structure, facilities, programs, student support groups, funding, budget, tutor training, educational materials, and future plans. (Contains 38 references.) (Author/MES)

**ED 359 987**

IR 054 673

Tyson, Edith S.

**Books for Teens: Stressing the Higher Values: A CSLA Bibliography.**

Church and Synagogue Library Association, Portland, OR.

Report No.—ISBN-0-915324-34-2

Pub Date—93

Note—34p.

Available from—CSLA, P.O. Box 19357, Portland, OR 97280-0357.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adolescents, Annotated Bibliographies, Authors, Books, Childrens Libraries, \*Childrens Literature, Church Workers, Guides, Library Personnel, Literary Criticism, \*Moral Values, Nonfiction, Novels, \*Reading Materials, \*Religious Factors, Social Values, Values Education, Volunteers, Young Adults

Identifiers—\*Church Libraries, \*Synagogue Libraries

This annotated bibliography is intended as a general background guide for volunteer librarians in churches and synagogues. It is assumed that the user has little knowledge of contemporary literature for youth in grades 7 through 12, but is aware that their reading needs are not identical to those of younger children or adults. Rather than listing books that are explicitly devout, the guide lists books that emphasize values that all religions hold in common. Criteria used in selection include proven popularity, the presence of values beyond self, and availability in

paperback. The works of four contemporary authors who write for young adults—Lois McMaster Bujold, Madeleine L'Engle, Cynthia Voigt, and Walter Wangerin, Jr.—are profiled. The bibliography is divided into the following sections: (1) biblical fiction (Old Testament times, and at the time of Jesus and of the early church), 22 titles; (2) contemporary fiction, 31 titles; (3) fantasy and science fiction, 10 titles; (4) historical fiction, 14 titles; (5) short story collections fiction, 4 titles; and (6) non-fiction, 37 titles. Author and title indexes are provided. (SLD)

**ED 359 988**

IR 054 679

**Standards for Church and Synagogue Libraries: Guidelines for Measuring Effectiveness and Progress. CSLA Guide No. 6, Second Edition.**

Church and Synagogue Library Association, Portland, OR.

Report No.—ISBN-0-915324-36-9

Pub Date—93

Note—31p.

Available from—Church and Synagogue Library Association, P.O. Box 19357, Portland, OR 97280-0357.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrators, Cataloging, Churches, Classification, Guidelines, \*Institutional Libraries, Library Administration, Library Collection Development, Library Personnel, Library Planning, Library Services, \*Library Standards, Religious Cultural Groups, \*Religious Organizations, User Needs (Information), Identifiers—\*Church Libraries, Standard Setting, \*Synagogue Libraries

This outline of standards is designed for administrators and committees concerned with libraries for religious congregations. The standards were developed based on the understanding that the church or synagogue library is a special library that serves the institution in which it is housed and which is supplemental to other libraries in the area, providing materials related to the teachings and programs of its faith. Standards are presented as goals to work toward in organizing and developing congregational libraries. The standards begin by establishing the need for a policy statement and providing a sample statement. Other areas discussed include: (1) physical requirements; (2) administration and operation; (3) personnel qualifications and responsibilities; (4) finances; (5) selection of materials; (6) cataloging and classification; (7) public relations; and (8) a check list for long-range planning. An appendix contains sample policy statements, a sample materials selection policy, and sample by-laws for a library committee. (SLD)

**ED 359 989**

IR 054 702

**ERIC Annual Report—1992. Summarizing the Recent Accomplishments of the Educational Resources Information Center.**

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 93

Note—40p.; For the 1991 report, see ED 344 615.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Bibliographic Databases, \*Clearinghouses, \*Documentation, \*Educational Research, \*Information Centers, Information Dissemination, Information Retrieval, Information Services, International Cooperation, Microfiche, Program Descriptions

Identifiers—\*ERIC

This is the fifth in a series of annual reports summarizing the activities and accomplishments of the Educational Resources Information Center (ERIC) program, which is funded and managed by the Office of Educational Research and Improvement in the U.S. Department of Education. The eight main sections cover: (1) highlights of the year in the areas of database building, electronic communication, and outreach and user services; (2) an overview of the ERIC system, including the clearinghouses, support components, funding, staffing, and the ERIC database; (3) electronic communication, including network access to the ERIC database, AskERIC (an Internet-based service for K-12 educators), ERIC resources on other online services, and other uses of networks by the ERIC system; (4) database building, including increasing quality acquisitions, expanded coverage, and full-text products; (5) user services, including training sessions to promote ERIC and responding to user needs; (6) publications and outreach; (7) collaborations and professional

liaisons with other federally funded programs and ERIC Partners, as well as international activities; and (8) management and operations. Future directions are summarized. Exhibits present an OERI/ERIC organizational chart; staffing and funding for 1992; total number of records for the ERIC database; document acceptance versus rejection, 1988-1992; methods used to contact ERIC components, 1988-1992; analysis of ERIC users, 1988-1992; searches completed by ERIC clearinghouses, 1988-1992; and popular ERIC publications. (MES)

ED 359 990

IR 054 751

Klein, Gary M.

### Helping Students Find Sensitive Material: A Guide to the Literature on Homosexuality for Librarians and Faculty.

Pub Date—14 Jan 93

Note—11p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Freedom, Academic Libraries, \*Controversial Issues (Course Content), Freedom of Speech, Higher Education, \*Homosexuality, \*Information Sources, \*Library Collections, Library Instruction, \*Library Role, Political Issues, Student Research, Subject Index Terms Identifiers—Homosexual Literature

In response to the increasing emphasis on issues of diversity, this document addresses the need for bibliographic instruction in classes dealing with issues of gender and sexuality. The document consists of various bibliographies, guides to research, information headlines and services, library special collections and research institutes, electronic discussion groups, and other sources of information concerning the general topic of homosexuality. The document is broken into the following sections: (1) Introduction; (2) Researching Sensitive Topics in the Library; (3) Intellectual Freedom and Academic Freedom in the Library; (4) Defusing Controversies Regarding Homosexuality on Campus; (5) Top-Down Acceptance of Homosexuality on Campus; (6) Research Guides and Bibliographies on Homosexuality; (7) Professional Literature Regarding Homosexuality and Libraries; (8) National Information and Referral Services; (9) Special Collections, Libraries and Research Institutes; (10) Electronic Discussion Groups and Forums; (11) Maneuvering around Library of Congress Headings and Numbering; and (12) Satiating Your Appetite for Further Involvement. (HB)

## JC

ED 359 991

JC 930 166

### Basis of Accreditation for Educational Programs in Allied Medical Disciplines.

Canadian Medical Association, Ottawa (Ontario).

Pub Date—Jun 91

Note—130p.

Available from—Canadian Medical Association, 1867 Alta Vista Drive, Ottawa, Ontario, Canada K1G 3Y6 (\$20 Canadian).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Standards, \*Accreditation (Institutions), Accrediting Agencies, \*Allied Health Occupations Education, Allied Health Personnel, Community Colleges, Eligibility, Evaluation Criteria, Foreign Countries, Guidelines, Institutional Evaluation, Program Administration, Program Descriptions, \*Program Evaluation, \*Technical Education, Two Year Colleges, \*Vocational Education

Identifiers—\*Canada

Designed as a guide to accreditation for educational programs in the allied medical disciplines in Canada, this report provides educators with guidelines, general requirements and requirements for specific programs. Following information on the organization, structure, goals and terminology of accreditation of allied medical programs in Canada, the first part provides general requirements and guidelines for programs in all allied medical disciplines in Canada. Guidelines are presented with respect to responsibility for educational programs, program committees, program objectives, program structure, program direction/coordination, didactic

program staff, clinical education, instructor/student ratio, medical input, program records, program policies, educational facilities, recommended number of students, and program self-evaluation. Part II provides specific accreditation requirements and guidelines for programs in each of the following allied medical disciplines: medical laboratory technology (general and subject), cytotechnology, radiography, radiation therapy technology, nuclear medicine technology, diagnostic ultrasound technology, respiratory therapy (basic and advanced), emergency medical technology (levels I, II, and III), ophthalmic medical assisting technology, and cardiovascular perfusion technology. Appendixes include information on: categories of accreditation; steps in the accreditation process; responsibilities of accredited programs; and specific procedures for accreditation of subject and advanced programs in respiratory therapy as well as sample accreditation application forms. (PAA)

ED 359 992

JC 930 167

### Allied Medical Education Accreditation Process Study: Final Report.

Canadian Medical Association, Ottawa (Ontario).

Pub Date—May 91

Note—45p.; The consultation firm of Redding &amp; Associates facilitated the accreditation review.

Available from—Canadian Medical Association, 1867 Alta Vista Drive, Ottawa, Ontario, Canada K1G 3Y6 (\$5 Canadian).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Accreditation (Institutions), Accrediting Agencies, \*Administrator Attitudes, \*Allied Health Occupations Education, Community Colleges, Evaluation Criteria, Foreign Countries, Institutional Evaluation, Program Administration, \*Program Effectiveness, \*Program Evaluation, School Surveys, \*Technical Education, Two Year Colleges, Vocational Education Identifiers—\*Canada

The allied medical education accreditation process in Canada, coordinated by review committees of the Canadian Medical Association in collaboration with 36 national organizations, encompasses more than 570 accredited sites and involves approximately 120 programs in 10 allied medical disciplines. To help ensure that the accreditation process remains relevant to the needs of programs and partner organizations, a questionnaire was developed and distributed to 840 accreditation participants in March 1990, including all individuals responsible for accredited programs at community colleges, institutes of technology, and clinical sites, as well as presidents and committee members of accrediting partner organizations. A total of 600 surveys were returned for a 71% response rate. Survey results included the following: (1) 90% of the respondents were satisfied with the accreditation process; (2) 69% of the respondents believed that the benefits of accreditation are equal to or greater than the cost; (3) 67% of the respondents were in agreement with the present arrangement for paying for accreditation, although 14% viewed the current arrangement as a problem, and 5% viewed it as a major problem; (4) 87% of the respondents strongly agreed that the present objectives of accreditation should be retained with minor modifications; (5) 56% of the respondents favored the inclusion of post-diploma programs in the accreditation process; and (6) 93% of the respondents thought the time between accreditation surveys should be 5 years or less. Sixteen recommendations for program improvement and the survey instrument are included. (PAA)

ED 359 993

JC 930 317

Brinkman, Charles R., IV

### How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment?

Pub Date—93

Note—44p.; Graduate seminar paper, University of California, Los Angeles.

Pub Type—Dissertations/Theses - Undetermined (040) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Bachelors Degrees, \*College Graduates, Community Colleges, \*Enrollment Influences, \*Enrollment Trends, Fees, Paying for College, Politics of Education, Student Characteristics, \*Student Costs, \*Tuition, Two Year Colleges, \*Two Year College Students

Identifiers—\*California Community Colleges

The study reported in this paper was conducted to determine how the implementation of a 1993 differential fee policy in California that charges higher fees to students with a bachelor's degree will affect the enrollment of students with bachelor's degrees, and how this policy may change the overall enrollments of the California community college system. Enrollment data were collected from individual institutions, the Office of the Chancellor of the California Community Colleges, state community college systems outside California, and the Center for the Study of Community Colleges, which provided nationwide statistics. Results of the study included the following: (1) before the fee increase, approximately 7% to 15% of California's community college students held a bachelor's degree or higher, with the attendance rate of college graduates increasing gradually in recent years; (2) there was an overall increase in student enrollment in California community colleges between 1990 and 1992; (3) while college enrollments were up 3% nationwide, California experienced a nearly 9% drop in enrollment in spring 1993; (4) California experienced a systemwide drop of nearly 50% in baccalaureate or higher level students in spring 1993, representing a 4% overall student loss; and (5) the number of full-time equivalent students is declining, with students taking fewer units. A bibliography, a list of tables, and the survey instrument are included. (MAB)

ED 359 994

JC 930 342

Catin, Anita Kalina, Michelle

### How To Institute the Cross/Angelo Classroom Assessment Training Program on a College Campus, or, How To Create a Dynamic Teaching/Learning Partnership between Teachers and Students.

Napa Valley Coll., Napa, CA.

Spons Agency—California Community Coll. Fund for Instructional Improvement.

Pub Date—[93]

Contract—FII-92-0016

Note—198p.

Available from—Napa Valley College Bookstore, 2277 Napa-Vallejo Highway, CA 94558 (\$18, including tax, shipping, and handling).

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Budgets, Classroom Techniques, College Faculty, \*Community Colleges, Educational Research, \*Feedback, \*Institutes (Training Programs), Models, Outcomes of Education, Program Descriptions, Program Implementation, Student Attitudes, Student Evaluation of Teacher Performance, Student Reaction, Teacher Response, Teacher Workshops, Two Year Colleges Identifiers—\*California Community Colleges, Cross Angelo Classroom Assessment Model

This manual offers practical guidelines, based on the work of K. P. Cross (1988) and T. A. Angelo (1991), on implementing a Classroom Assessment Training Project (CATP) at a high school or college. The manual contains information on planning, budgeting, training, and content. The Cross/Angelo Classroom Assessment Model relies on quick, anonymous written feedback from students about their understanding of course content and their reactions to instruction. Unlike tests and quizzes, Classroom Assessment Techniques are ungraded, allowing instructors to adjust instruction rather than assess achievement. Chapter 1 of the manual provides an overview of the Classroom Assessment Model, defining terminology, reviewing the model's philosophical and historical background, and outlining related research. Chapter 2 details the steps to implementing a CATP, covering administrative support, fiscal requirements, training of faculty leaders, reassigned time for coordinators, compensation for faculty participants, clerical support, purchase of textbooks, sources of funding, budget breakdown for sample college, factors to ensure program success, selecting and training a leader/trainer, timeline for implementation, recruitment of faculty, and length and mix of training. Chapter 3 describes the faculty training sessions, providing information on planning, the content of the first training session, follow-up workshops, encouragement of teacher participation, and responses to problematic feedback. Finally, chapter 4 provides supplementary materials, including samples of a faculty leader contract, participant contract, and agenda and handouts for the first training session; the names, phone numbers, and disciplines of California community col-



leges faculty who have been trained in the techniques; and 18 references. (PAA)

**ED 359 995** JC 930 343

Cullin, Anita Kalina, Michelle

**What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.**

Napa Valley Coll., Napa, CA.

Spons Agency—California Community Coll. Fund for Instructional Improvement.

Pub Date—[93]

Contract—FII-92-0016

Note—92p.

Available from—Napa Valley College Bookstore, 2277 Napa-Vallejo Highway, CA 94558 (\$5, including tax, shipping, and handling).

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Persistence, Classroom Techniques, College Outcomes Assessment, Community Colleges, Comparative Analysis, Educational Research, \*Feedback, Models, \*Outcomes of Treatment, Participant Satisfaction, Student Attitudes, Student Evaluation of Teacher Performance, \*Student Reaction, Teacher Attitudes, Teacher Response, Two Year Colleges, \*Two Year College Students

Identifiers—\*California Community Colleges, \*Cross Angelo Classroom Assessment Model

In 1992, eight two-year colleges in Northern California were chosen to participate in a quantitative study of the relationship between student outcomes and the use of instructional methods recommended in the Cross/Angelo Classroom Assessment Model. The model supports the modification of instruction based on frequent, quick, and anonymous written feedback from students about their understanding of course content and their reactions to instruction. The study compared retention, grade distribution, and classroom environment data for classes in which Classroom Assessment techniques were used and those in which they were not employed. Outcomes comparisons were also made by gender and ethnicity. A first research design compared student retention for the same instructor before and after the instructor received training in and implemented Classroom Assessment techniques. In a second design, trained instructors either utilized or withheld Classroom Assessment techniques with different sections of the same course. Pilot studies were first conducted in summer 1992, with larger studies conducted in fall 1992 and spring 1993. Study findings included the following: (1) retention rates for women in Classroom Assessment classes were higher than in control classes, though retention did not change for men; (2) grade point averages in Classroom Assessment classes were not significantly higher than in control classes, though there were a higher percentage of "A's" among Classroom Assessment students; and (3) minority students felt more positive about the classroom environment in Classroom Assessment classes than in control classes. A literature review; results of student and instructor surveys; recommendations; study letters and survey instruments; and a 52-item bibliography are included. (PAA)

**ED 359 996** JC 930 344

Hawk, Thomas R. Grosset, Jane

**A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students.**

Pub Date—May 93

Note—26p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Choice, Community Colleges, Data Analysis, Day Students, \*Educational Facilities, \*Enrollment Influences, Evening Students, Institutional Research, Institutional Role, \*Multicampus Colleges, \*Research Methodology, \*Research Utilization, Two Year Colleges, Two Year College Students

Identifiers—AIR Forum, Community College of Philadelphia PA

This paper describes some of the research and planning methodologies employed by Community College of Philadelphia (CCP) to support facility

and programmatic decision making required by a 60% increase in full-time equivalent students within a 5-year period. Following a brief introduction, the paper describes the research questions considered. The next section describes the model of student decision making that served as the conceptual basis for CCP's research, as well as four research stages: understanding participation patterns in higher education, both nationally and within CCP's service area; understanding why potential students choose CCP over another institution; comparing students who enroll on-campus with those who enroll off-campus; and establishing the types of programs, academic support, and student support services that should be offered off-campus. The next sections provide methodological information and study results for the following CCP investigations: (1) environment scanning of the underlying external forces acting on students; (2) enrollment forecasting; (3) an institutional choice survey of main and off-campus students; (4) a survey of off-campus students' educational objectives, programmatic interests, and support needs; (5) a comparison of day and evening off-campus students; (6) a comparison of off-campus students who would and would not enroll on the main campus; (7) database tracking of on- and off-campus student mobility patterns; and (8) faculty and staff evaluations of academic programs and support services available off-campus. The final sections discuss the findings and describe the influence of the research on institutional policy and planning considerations. (MAB)

**ED 359 997** JC 930 345

Barr, Robert R.

**A New Paradigm for Community Colleges: A Strategic Planning Issue.**

Pub Date—Mar 93

Note—9p.; Paper presented at the Annual Research Conference of the Research and Planning Group for California Community Colleges (Lake Tahoe, CA, March 3-5, 1993).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, College Outcomes Assessment, College Planning, \*College Role, Community Colleges, Comparative Analysis, \*Educational Change, \*Learning Theories, Models, Organizational Change, \*Outcomes of Education, \*Role of Education, School Restructuring, \*Strategic Planning, Teacher Behavior, Two Year Colleges, Two Year College Students

Identifiers—\*California Community Colleges

California's community colleges face tremendous challenges, from diminishing fiscal resources to increasing student diversity. To meet these challenges, community colleges may have to transform how they think about themselves. Organizational restructuring in two-year colleges requires the adoption of a new paradigm about the nature of community colleges. The key assumption in the existing paradigm is that the purpose of community colleges is "to provide instruction." The proposed new paradigm is based on the declaration that "to produce learning" is the purpose of community colleges. Under the old paradigm, community colleges are judged not on the basis of their output, but on the basis of inputs. The focus on instruction, rather than on learning, has made educational innovation suspect. Once this key assumption of the old paradigm is recognized, it becomes easier to recognize and undo the corollary assumptions. Under the old paradigm, faculty were primarily teachers providing classroom-based instruction. Under the new paradigm, faculty become designers and managers of learning experiences and environments. The new paradigm calls on colleges to judge their success not on the quality of instruction but on the quality of learning, allowing for fulfillment of the student outcomes accountability movement. Under the old paradigm, productivity is defined as cost per hour of instruction per student, while under the new paradigm, it is defined as cost per unit of learning per student. A table lists and compares assumptions of the old and new paradigms in the seven categories of mission, purposes, criteria for success, structures, means to ends, nature of roles, and learning context. (Author/PAA)

**ED 359 998** JC 930 346

Koppel, Sherree P. Osborne, Jeanne S.

**A Report on the KAIR Survey of Information Sharing Needs.**

Pub Date—18 May 93

Note—17p.; Paper presented at the Annual Forum

of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Records, Articulation (Education), Colleges, \*College Transfer Students, Community Colleges, Confidential Records, \*Disclosure, Higher Education, \*Information Needs, Institutional Research, Student Records, Student Rights, Transfer Programs, Two Year Colleges, Two Year College Students

Identifiers—AIR Forum, \*Kentucky, Kentucky Association for Institutional Research

The purpose of this study was to assess the need for information about transfer students of both "sending" institutions (schools from which students transfer) and "receiving" institutions (schools to which students transfer) and to assess also the institutions' capacity for and willingness to enter into data-sharing activities. The survey instrument was distributed to 97 Kentucky public and private postsecondary KAIR (Kentucky Association for Institutional Research) member institutions, of which 32 sent usable responses (a 33% response rate). Study findings, included the following: (1) "sending institutions overwhelmingly responded that their needs included specific demographics on transferring students, where specific students transfer, transfer student grade point averages (GPA's) of new institutions, degrees earned by transfer students, specific student persistence information, and the time required to complete degree programs; (2) much of the information required by receiving institutions is ordinarily available on student transcripts (except for an American College Testing program (ACT score); (3) 72% of the respondents felt that it would be permissible to share data, although such responses came with qualifying caveats, including concerns for student confidentiality, student notification about the release of records, and the need for specific guidelines; and (4) data-sharing needs are apparently more pressing for two-year institutions than for four-year institutions. The survey instrument is included. (MAB)

**ED 359 999** JC 930 347

Koppel, Sherree P.

**Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College.**

Pub Date—Apr 92

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-25, 1992).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cohort Analysis, College Credits, College Outcomes Assessment, \*College Transfer Students, Community Colleges, Comparative Analysis, \*Data Collection, \*Definitions, Educational Research, Higher Education, Research Methodology, Research Problems, Student Characteristics, Two Year Colleges, Two Year College Students, Universities, Urban Schools

Identifiers—\*Center for the Study of Community Colleges CA, \*Jefferson Community College KY, Transfer Rates (College)

The Transfer Assembly is a research effort of the Los Angeles-based Center for the Study of Community Colleges. The Assembly defines transfer students as "all students entering a two-year college in a given year who have no prior college experience, who complete at least 12 credit units at the college, and who subsequently enroll at a senior institution." Every year since 1989, colleges participating in the Assembly have provided student cohort data, and the Assembly calculates transfer rates for the colleges and provides data from all colleges in an annual report. In 1990 and 1991, Jefferson Community College (JCC), in Louisville, Kentucky, participated in the Transfer Assembly. Once student data were obtained for the 1,483 first-time freshmen for fall 1985, a cohort of approximately 816 were identified each of whom had earned a minimum of 12 credit hours. By contacting all public and private four-year institutions in Kentucky, data were obtained on students in the JCC cohort who had transferred to senior institutions. Study results for the 1985 cohort included the following: (1) Hispanics and Caucasians in the 1985 cohort were most likely to earn the requisite number of credit hours; (2) 27.7% of the cohort had transferred to a four-year institution, with Asians showing the

highest transfer rate (50%); and (3) by modifying the Assembly's definition of transfer through removal of the 87 students in the cohort still enrolled at JCC, an adjusted transfer rate of 31% was generated. The paper discusses limitations of Transfer Assembly definition of transfer rate; reviews JCC 1985 cohort findings; and provides a revised formula for calculating transfer. Data tables and references are included. (PAA)

ED 360 000 JC 930 348

Leas, David. Lillbridge, Fred. Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges. Pub Date—25 May 93

Note—24p. Paper presented at the National Institute for Staff and Organizational Development International Conference on Teaching Excellence (14th, Austin, TX, May 24-27, 1992).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, College Faculty, \*College Outcomes Assessment, \*College Planning, Community Colleges, \*Institutional Evaluation, Models, Participative Decision Making, Program Descriptions, Program Design, Program Development, School Effectiveness, \*Self Evaluation (Groups), \*Strategic Planning, Two Year Colleges

Identifiers—\*Focus Groups, \*New Mexico State University Alamogordo

In 1992, Alamogordo Branch Community College (ABCC), a branch campus of New Mexico State University, developed and implemented the Institutional Assessment and Strategic Planning (IASP) process, an integrated process designed to assess both student academic achievement and institutional effectiveness. Each year, the IASP process begins when individual faculty members evaluate their assessment activities for all courses and complete reports about their assessment efforts. Next, instructors in all academic disciplines discuss their assessment activities at discipline-specific focus group meetings. Other activities include focus groups among each of the four academic divisions, focus retreats for faculty and for student services personnel, focus group meetings in each student service program, and Institutional/Instructional Support focus groups and retreats. At focus group meetings, participants complete forms listing strengths and concerns in their areas, and develop action plans. These forms and action plans are forwarded to the IASP Committee and used as support documentation for the strategic planning process. The IASP Committee, with 10 members appointed by the Provost, develops a set of institutional issues. The issues are ranked, and institutional actions are developed to address each issue. Subsequently, an institutional plan is developed and presented to the college community. Institutional research is important to the IASP process, including internal and external environmental scans and student tracking systems. The IASP process is successful at ABCC because it provides an opportunity for everyone on campus to be heard. (PAA)

ED 360 001 JC 930 349

Lillbridge, Fred And Others. NMSU-Alamogordo Institutional Assessment and Strategic Planning (IASP) Process: A Handbook. (Version 1.1).

New Mexico State Univ., Alamogordo.

Pub Date—93

Note—104p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Accountability, College Outcomes Assessment, \*College Planning, Community Colleges, Educational Quality, \*Institutional Research, Institutional Role, Instructional Effectiveness, \*Outcomes of Education, School Effectiveness, \*Self Evaluation (Groups), \*Strategic Planning, Student Development, Two Year Colleges

Identifiers—New Mexico State University Alamogordo

New Mexico State University-Alamogordo's (NMSU-A) Institutional Assessment and Strategic Planning (IASP) process is designed to identify what the institution is doing, what the community is doing that may affect NMSU-A, how well NMSU-A is achieving its mission and purposes, and what the college should do in the future. The IASP

is an integrated process involving the assessment of institutional effectiveness, institutional research, and strategic long-range planning. Data are collected from student surveys and focus sessions, a student long-range tracking system designed to follow student cohorts through NMSU-Alamogordo, as well as from faculty, staff, and the external environment. This handbook describes each component of the IASP, including flow charts and relevant forms. After tracing the development of the IASP process, the handbook details the assessment of the institutional effectiveness component. This component identifies institutional strengths and concerns and generates a series of action plans through a multi-step process of institutional evaluation and assessment. Steps in assessing instruction, student services, and instructional/institutional support are detailed. The next section focuses on the institutional research component, providing a schedule and brief descriptions of seven activities of the IASP committee ranging from the review of existing data and information reports to the contemplation of emerging trends. Finally, the strategic planning component is outlined. A schedule of activities for each component and a set of IASP forms conclude the handbook. A 44-item list of suggested reading is included. (MAB)

ED 360 002 JC 930 350

Lillbridge, Fred, Ed. Three-Year Strategic Plan for New Mexico State University-Alamogordo, 1993-1996.

New Mexico State Univ., Alamogordo.

Pub Date—May 93

Note—85p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Accountability, College Outcomes Assessment, \*College Planning, Community Colleges, Educational Quality, \*Institutional Research, Institutional Role, Instructional Effectiveness, \*Outcomes of Education, School Effectiveness, \*Self Evaluation (Groups), \*Strategic Planning, Student Development, Two Year Colleges

Identifiers—New Mexico State University Alamogordo

This report, emanating from New Mexico State University-Alamogordo's (NMSU-A) Institutional Assessment and Strategic Planning (IASP) process, presents information pertinent to NMSU-A's planning process for 1993-1996. Following a brief introduction and the IASP Committee cover memo, the report highlights seven high-priority institutional issues: (1) inadequate state funding in certain categories, particularly instruction, academic support, and physical plant; (2) double-digit student enrollment growth and resulting stresses on human, fiscal, and physical resources; (3) the need for new and/or re-modeled classroom and administrative space and an increased level of maintenance for the physical plant; (4) the continued allocation of human and fiscal resources to IASP; (5) the need to revise the IASP process to make it more effective and responsive to institutional needs; (6) the need to establish a set of administrative computing policies and procedures to guide planning, acquisition, technical support, and staff training; and (7) continuation of the emerging pattern of decentralization of the acquisition of audiovisual equipment and tape libraries. The final section presents a list of 18 vital campus issues identified during the IASP process, a list of 80 potential new and expanded campus programs and processes, charts showing 39 personnel requests and 43 equipment requests by unit, and outlines of campus space utilization and computing needs and projects. (MAB)

ED 360 003 JC 930 351

Arizona Community Colleges: Report of the Task Force on Community College Enrollment Growth Planning.

Arizona State Board of Directors for Community Colleges, Phoenix.

Pub Date—Aug 93

Note—58p.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*College Planning, College School Cooperation, Community Colleges, Educational Finance, Educational Legislation, \*Enrollment, Enrollment Influences, \*Enrollment Projections, \*Enrollment Trends, Intercollegiate Cooperation, School Statistics, Two Year Colleges, Two Year College Students

Identifiers—\*Arizona

The Task Force on Enrollment Growth Planning (TFEGP), authorized in 1992 by the State Board of Directors for Community Colleges (SBDCC) of Arizona, includes representatives from each community college as well as staff from SBDCC office. The Task Force was created to prepare enrollment growth estimates for community colleges through the year 2010; to develop alternative strategies to accommodate the anticipated enrollment growth; and to provide recommendations. Using the Arizona Enrollment Demand Model, the Task Force estimated that community college enrollment demand would increase by approximately 95,000 students (62%) between 1990 and 2010, which would be equivalent to the services provided by an additional 11 to 14 average-sized Arizona community colleges. To deal with the projected growth in enrollment demand, the Task Force proposed a variety of strategies described under the following headings: Strategic Planning for Facilities, Equipment, and Staffing; Collaborative Efforts among Institutions; Confronting the Challenge of Growth; and Financial Support. This report reviews the enrollment growth estimates and the methodologies used to arrive at these estimates, as well as describing the strategies to accommodate the anticipated growth. The report also details specific recommendations to each of the following bodies: the Arizona Board of Regents; the Governor and State Legislature; the SBDCC; and the District Governing Boards and colleges. An appendix provides a report of the Task Force's Statistics subgroup, describing enrollment growth models reviewing district-prepared enrollment projections, and detailing enrollment projections by program type, and student age, gender, ethnicity. Data tables, graphs, and pie charts are included. (PAA)

ED 360 004 JC 930 352

Articulation Agreements: A Report.

Nebraska Coordinating Commission for Postsecondary Education, Lincoln.

Pub Date—Jun 93

Note—55p.

Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Articulation (Education), College Credits, College Planning, College Role, College School Cooperation, College Transfer Students, Community Colleges, Cooperative Programs, Higher Education, Institutional Cooperation, \*Intercollegiate Cooperation, Program Descriptions, Statewide Planning, \*Transfer Policy, \*Transfer Programs, Two Year Colleges, Two Year College Students

Identifiers—\*Nebraska

Designed to assist the Nebraska Coordinating Commission for Postsecondary Education (NCCPE) in the development of a statewide policy for transfer of credit from two- and four-year postsecondary institutions and a smooth transition from secondary to postsecondary learning, this report describes articulation agreements and cooperative programs in place at the state's colleges and universities. The document begins with a two-page status report on articulation in Nebraska, highlighting the role of the state's community colleges in providing affordable entry-level postsecondary education. The bulk of the report consists of brief descriptions of agreements relating to articulation or cooperative programming in place at Nebraska postsecondary institutions. Institutions are categorized by the six divisions in Nebraska higher education (i.e., community colleges, state colleges, the University of Nebraska system, independent colleges and universities, federally supported institutions, and proprietary institutions), and for each, the nature of the arrangement and the participating institutions are provided. Three appendices are included, of which the first discusses goals and funding for Tech Prep programs in Nebraska, designed to prepare secondary students for technologically advanced careers by course sequences and experience from the secondary to postsecondary levels; the second describes Tech Prep and other cooperative ventures between community colleges and secondary schools; and the third provides the articulation agreement of the Nebraska Association of College Registrars and Admissions Officers. (MAB)

ED 360 005 JC 930 353

Center for Consumer Home Economics Education.

Project Number 91-0095, A-1 and A-2, January 31, 1992-June 30, 1993. A Report

**on Center Operation and Activities Conducted for California Community College Home Economics and Related Professionals.**

Mount San Antonio Coll., Walnut, Calif.  
Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.  
Pub Date—93

Note—118p.; Project supported by funds from the Carl D. Perkins Vocational and Applied Technology Education Act (Title II, Part A and Title III, Part B).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Agency Cooperation, Community Colleges, \*Consumer Education, \*Educational Finance, Financial Support, Grants, \*Grantsmanship, \*Home Economics Education, Home Economics Teachers, Information Networks, Program Descriptions, \*Program Development, Program Implementation, Program Proposals, Proposal Writing, School Business Relationship, Shared Resources and Services, Two Year Colleges, Vocational Education

Identifiers—California, \*Center for Consumer Home Economics Education CA

In an effort to improve community college home economics programs, the Chancellor's Office of the California Community Colleges established the Center for Consumer Home Economics Education (CCHEE) to provide support services for colleges receiving home economics MiniGrants, establish linkages between colleges and the Chancellor's Office, and to offer assistance in bidding for MiniGrants and other funds. This report describes the goals and activities of the CCHEE project, and provides sample documents used in the project. Following introductory remarks and a project chronology, the report discusses the main objectives of the CCHEE project and provides a comparative list of anticipated and actual project outcomes. Next, the major activities undertaken during the project are discussed, focusing on pre-funding actions and post-funding actions related to project management, staffing and equipment of the Center office, processing and reporting MiniGrants, working with the In-Net electronic network, and the development of program directories and a handbook. Finally, descriptions are provided of project dissemination and evaluation efforts. Appendixes making up half the document provide lists of project advisory committee personnel, MiniGrant application forms with instructions, a list of colleges funded from 1990 to 1994 and amounts funded in 1991-92, CCHEE facilitator guidelines for providing workshops and subject area discussion sessions, sample documentation from a workshop on InfoNet, a sample evaluation of a grant writing session, and a report on a workshop for project directors. (MAB)

**ED 360 006** JC 930 354

**Friedlander, Jack**  
**California State Universities' Business Education Policies: Their Cost to Community College Students and the State.**

Santa Barbara City Coll., Calif.  
Pub Date—22 Jun 93

Note—17p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accreditation (Institutions), \*Articulation (Education), \*Business Education, College Transfer Students, Community Colleges, Comparative Analysis, \*Course Content, Higher Education, \*Intercollegiate Cooperation, Program Development, \*State Universities, \*Transfer Policy, Two Year Colleges, Two Year College Students

Identifiers—California Community Colleges, \*California State University

In April 1992, the American Assembly of Collegiate Schools of Business (AACSB) and the American Association of Community Colleges approved the "Joint Statement on Transfer" (JST), urging two- and four-year institutions to facilitate the transfer of students among institutions. In addition, the AACSB modified accreditation standards to allow as much as 50% of business credit hours to be earned at the lower-division level. In spite of these changes, there has been little effort by the California State University (CSU) system to work with community colleges in implementing the JST recommendations. A number of introductory business courses offered in two-year institutions cannot be used to meet major field requirements, because these same courses are offered in the CSU only as upper-division courses. In addition, CSU campuses

are inconsistent in terms of the lower division courses they will accept from two-year colleges. As a result of these CSU articulation practices, two-year college students are discouraged from taking introductory business courses, and both students and the state have to pay twice for some of the same courses. A 1993 study, comparing the course content of introductory business courses at eight CSU campuses with the same courses at 27 community colleges, revealed a high level of overlap in course content for the two educational levels. Suggestions for CSU curriculum review and for implementation of JST recommendations; a copy of the JST; the course content survey instrument; data tables; and a review of AACSB's new accreditation standards are included. (PAA)

**ED 360 007** JC 930 355

**Friedlander, Jack**  
**Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students.**

Santa Barbara City Coll., Calif.

Pub Date—[93]

Note—38p.

Pub Type—Opinion Papers (120) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Graduates, Community Colleges, Comparative Analysis, \*Databases, Economically Disadvantaged, Educational Research, \*Education Work Relationship, Employment, \*Employment Patterns, Program Evaluation, Research Methodology, Student Characteristics, Two Year Colleges, Two Year College Students, \*Vocational Followup, Wages, Withdrawal (Education)

Identifiers—California Community Colleges, \*Student Tracking Systems

The Post-Education Employment Tracking System (PEETS), operated by the Chancellor's Office of the California Community Colleges (CCC) in cooperation with the State of California's Employment Development Department (EDD), is an automated system for tracking the post-college employment rates and earnings of community college program completers and leavers over an extended period of time. The system uses social security numbers to match EDD quarterly wage data with student records. To determine the feasibility, cost, and educational value of using PEETS, a study was conducted in 1992-93 by the Chancellor's Office, EDD, Santa Barbara City College, and Grossmont College. The study found that PEETS can be used to answer questions regarding employment patterns of former students, employment rates by major and type of degree, comparative earnings of associate degree graduates and those who did not complete the degree, earnings and employment rates in different population groups, geographic mobility of working graduates, type of industries employing graduates, relationship of training and employment. It concluded that PEETS is an inexpensive method for tracking the success of former students, and can be used to meet accreditation requirements and respond to consumer inquiries. This report describes PEETS; presents the results of the 1992-93 study of the technical feasibility, cost, and educational value of using PEETS to trace employment rates and earnings of community college vocational program graduates and dropouts over a 4-year period; identifies potential applications of PEETS-generated information for assessing and strengthening occupational programs; lists the major advantages and disadvantages of PEETS as a method for assessment of labor market outcomes; and advances recommendations for enhancing the value of PEETS. (PAA)

**ED 360 008** JC 930 356

**Friedlander, Jack**  
**Are We Using Instructional Technology Effectively?**

Pub Date—[93]

Note—6p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Planning, Community Colleges, Computer Assisted Instruction, Computer Oriented Programs, \*Computer Uses in Education, \*Cost Effectiveness, Educational Change, \*Educational Finance, \*Educational Resources, \*Educational Technology, Educational Trends, \*Instructional Development, Instructional Effectiveness, Program Costs, Two Year Colleges  
There has been dramatic growth at community

colleges over the past decade in the use of computer and video technology in instruction programs, in academic and career counseling processes, to access libraries and other information databases, and for specific student support services. This has resulted in the creation of new support staff positions to manage computer programs, maintain equipment, and train staff. Since resources available to two-year colleges remain scarce, the increased use of computer technology raises important questions about sources of money to support initial capital investments and cover ongoing costs of instructional technology, and the ability of colleges to afford using both traditional and new technology-based instructional delivery systems. In California, a substantial portion of the funds used to purchase instructional technology in recent years has come from state equipment allocations paid for by voter approved bonds and state lottery allocations. The continued availability of these allocations is uncertain. Institutional operating costs are rising faster than cost-of-living adjustments from the state, and community colleges are in essence diverting funds from other areas of their budgets to pay for technology-based instructional delivery systems that operate alongside existing delivery systems. Community college leaders, therefore, should begin experimenting with methods of incorporating instructional technology into restructured delivery systems that utilize the capabilities of technology while maintaining the benefits of existing systems. (PAA)

**ED 360 009** JC 930 357

**Holsclaw, Mick**  
**Chancellor's Office Management Information System: A Report.**

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—9 Sep 93

Note—35p.; Discussed as Agenda Item 6 of a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 9, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Colleges, \*Computer Networks, \*Computer Uses in Education, Data Analysis, \*Data Collection, \*Data Processing, Electronic Mail, Information Centers, \*Information Networks, Information Transfer, \*Management Information Systems, Program Implementation, School Demography, School Statistics, Statistical Analysis, Telecommunications, Two Year Colleges

Identifiers—California Community Colleges

In 1987, the Chancellor's Office of the California Community Colleges (CCC) began implementation of the Management Information System (MIS) to improve its data collection and analysis capabilities by utilizing electronic mail communications system-wide. Specifically, the project seeks to replace paper copies of data generated for reporting requirements and serve as a resource for local research, examination of policy issues, and inquiries about the CCC. Phase I of the MIS was initiated in 1989-90, making data available concerning student profiles, course and program outcomes, matriculation, student services programs, high school performance reports, curriculum analysis, vocational education accountability, student high school of origin, and course data. To date, 57 of the 71 CCC districts have supplied all the MIS data files in phase I at least once. Phase II of the MIS project was begun in 1992, providing the CCC districts with grant money to enhance electronic mail access and make more data available via the MIS, including staff demographics, vocational education, basic skills limits, transfer and articulation, and college calendar information. In addition to the incentive grants, the Chancellor's Office has funded other projects to provide electronic access to frequently requested CCC documents. Appendixes provide information on districts reporting data as of August, 1993 and describe the Systemwide Communications Infrastructure designed by the California Community Colleges to aid the MIS project. (MAB)

**ED 360 010** JC 930 358

**Harr, Gary Lynn**  
**STARs: Student Assessment and Response System.**

Florida Junior Coll., Jacksonville.

Pub Date—[85]

Note—16p.

Pub Type—Reports - Descriptive (141) —



## Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Ancillary School Services, Community Colleges, Computer Uses in Education, Counseling Services, Data Analysis, \*Data Collection, \*Data Processing, \*Needs Assessment, Program Descriptions, School Statistics, Student Characteristics, Student College Relationship, \*Student Needs, Two Year Colleges, Two Year College Students

Identifiers—\*Student Assessment and Response System

In 1984, the Student Assessment and Response System (STARS) was developed by the Florida Junior College at Jacksonville (FJC) to establish a proactive student assessment system that translates data collection on student needs into counseling action. As part of the registration process, students may complete a STARS survey form, which lists available student services related to academic skills, educational planning, career development/job placement, personal/social development, and other areas, and asks students to mark areas in which they would like assistance. This information is then scanned into FJC's mainframe computer, which generates a STARS response sheet designed to provide general information on the specific services available, campus-specific information when available, and the name, office number, and telephone number of a campus resource person. In addition, the computer generates a list of students desiring assistance for each service and transmits them to the FJC staff designated as contacts for the services, who then provide the students with detailed service information. Feedback surveys are also provided to students completing STARS surveys to evaluate user satisfaction and to gather information on user characteristics. During its first term of college-wide implementation, over 1,600 students completed STARS surveys, generating about 5,000 mailers. A flow chart of STARS operation and the STARS survey instrument are included. (MAB)

ED 360 011

JC 930 359

Harr, Gary Lynn

**Academic Options for Students Affected by the Standards for Student Success.**

Florida Community Coll., Jacksonville.

Pub Date—Aug 93

Note—16p.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Failure, Academic Persistence, \*Academic Probation, Academic Standards, Ancillary School Services, Community Colleges, \*Counseling Services, Educational Counseling, Educational Policy, Grades (Scholastic), High Risk Students, Resource Materials, \*Student School Relationship, \*Suspension, Two Year Colleges, \*Two Year College Students

Identifiers—\*Florida Community College at Jacksonville

Designed for students at Florida Community College at Jacksonville (FCCJ) placed on academic warning, probation, or suspension, the seven sections of this booklet provide a self-directed approach for identifying some of the factors contributing to students' academic difficulties, and describe resources available to students at the college. The first section reviews FCCJ's Standards for Student Success, describing the college's minimum expectations of reasonable academic progress for credit and non-credit students; the conditions warranting academic warning, probation, suspension, and reinstatement; and suggested activities for returning to satisfactory academic standing. The next section presents a self-evaluation exercise for identifying personal and social strengths and liabilities related to academic success, while the following section provides an academic check-up for students to assess their goals and motivation; academic skills; time management; memory; note-taking; and test-taking. This section also lists print and computer resources to address each of these areas. A description of academic services follows, including FCCJ's counseling and advising services, learning assistance centers, enrollment services, and other specialized services. Next, a list of key factors covered during an appointment with an academic counselor or advisor are presented. The next-to-last section describes 18 common sense things students can do to increase their chances of success (e.g., developing a clear goal, registering early, talking to instructors), and the last section, called "Taking Action" presents a worksheet for students asking them

(1) to identify three of the most important things they can do to pave the way for a positive change in their academic progress; and (2) to sign a pledge of commitment to those objectives. (PAA)

ED 360 012

JC 930 360

Harr, Gary Lynn

**ALERT: Student Retention Tracking System. Faculty Handbook, 1990-91.**

Florida Community Coll., Jacksonville.

Pub Date—90

Note—46p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Advising, \*Academic Persistence, Ancillary School Services, College Faculty, Community Colleges, \*Computer Oriented Programs, Faculty Handbooks, Feedback, Program Descriptions, School Holding Power, Student Educational Objectives, Teacher Role, Two Year Colleges, Two Year College Students

Identifiers—\*Academic Alert System, \*Florida Community College at Jacksonville

Florida Community College at Jacksonville's (FCCJ's) "A Learning Enhancement and Retention Tracking" (ALERT) system is a computerized retention program which collects and utilizes a range of retention-related information to help students achieve their goals. Upon application for admission, students complete an ALERT Advising and Retention Information (ARI) sheet, which collects data on goals, employment plans, enrollment intent, and learning preferences. ARI data is used with the student record and test scores to generate an ALERT orientation profile that counselors can use to advise students on course selection and recommend intervention activities. Faculty are provided with a student profile for each course, listing enrollees, their goals, employment, and program of study. By the fifth week of classes, faculty are required to complete progress report scansheets for each student evaluating academic progress. Scansheet data are used to generate reports summarizing students' initial academic progress, and are presented to students directing them to recommended intervention resources. Specific ALERT intervention strategies include learning labs for students with academic skills deficiencies, study skills instruction, education/career planning, and withdrawal intervention. The handbook includes a copy of the ARI questionnaire, sample orientation profiles and student profiles, copies of the student progress report scansheet and a sample student report, a calendar of ALERT activities during the 1990 pilot project, a list of retention and intervention strategies, and a list of faculty who participated in the pilot project. (PAA)

ED 360 013

JC 930 361

Harr, Gary Lynn

**Career Options: Self-Directed, Step-by-Step Career Planning.**

Florida Community Coll., Jacksonville.

Pub Date—Aug 92

Note—46p.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Career Choice, \*Career Counseling, \*Career Exploration, \*Career Planning, Careers, Community Colleges, Educational Planning, Interests, Self Evaluation (Individuals), Skills, Two Year Colleges, Two Year College Students, Values

Identifiers—\*Florida Community College at Jacksonville

Designed as a self-directed career planning resource for students at Florida Community College at Jacksonville (FCCJ), this booklet is comprised of four modules providing students with step-by-step career exploration activities and information. The first module, Introduction to Career Planning, discusses the effect of career choice on students' lives and the reasons why people choose particular careers; reviews the nature of changing career goals and the basic principles of the career planning process; and encourages students to make a commitment to actively explore their career options. The second module, Self Assessment, includes a list of 46 sample occupational interests; a skills evaluation exercise; a values evaluation exercise; a career exploration chart for summarizing information gathered about interests, skills, and values in six career option clusters; a four-step guide to interpreting results; and a list of on-campus services and available career survey instruments. Module 3, Career Exploration, is designed to help students translate the

career groups identified in Module 2 into specific occupations to consider. Included in Module 3 are a list of information resources, specific career development actions (e.g., coming to campus, using the occupational index), sample blank career information sheets, and a description of FCCJ's computerized career exploration system and career planning course. The final module, Transition to Academic Planning, discusses possible programs of study, status sheets to keep program and graduating students aware of their progress, preparation for counseling appointments, and FCCJ's student success course. A booklet evaluation form is included. (PAA)

ED 360 014

JC 930 362

Conklin, Karen A.

**Career Program Completers: Class of 1991-92.**

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date—Aug 93

Note—79p.; Cover title differs slightly.

Pub Type—Numerical/Quantitative Data (110)—Reports - Research (143)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Careers, Community Colleges, Educational Objectives, \*Education Work Relationship, \*Employer Attitudes, Graduate Surveys, \*Outcomes of Education, \*Participant Satisfaction, Program Evaluation, Relevance (Education), Salaries, Student Attitudes, Two Year Colleges, Two Year College Students, \*Vocational Education, Vocational Followup

Identifiers—\*Johnson County Community College KS

As a major component of Johnson County Community College's (JCCC's) annual institutional effectiveness assessment, follow-up studies are conducted of students completing a career program during the previous academic year and of their employers. In November 1992, surveys were mailed to 733 program completers, 489 of whom responded for a response rate of 85%. In addition, 257 employers were identified by respondents working in jobs related to their programs of study, 79.8% of whom (n=205) returned usable questionnaires. Study findings included the following: (1) 8 out of 10 respondents were working in a job related to their career program, although 21% were working part-time only; (2) the average hourly wage of respondents working full-time was \$11.47, up from \$11.28 in 1991; (3) fewer respondents had earned an associate degree in 1992 than in 1991, while more had earned a vocational certificate; (4) nearly 83% of the respondents reported feeling more self-confident as a result of their experience at JCCC, and 97% of respondents would recommend JCCC to friends; (5) the lowest levels of satisfaction were reported for job placement services (38% positive rating), the availability of financial aid (41%), and the registration process (65%); (6) despite the recent completion of a career program, 30% of respondents were enrolled in classes; and (7) 91.5% of the employers rated JCCC completers as very good in terms of job-related conceptual knowledge, 85.5% as very good in terms of technical skills, and another 91% as very good with respect to attitude and quality of work. Detailed data tables, survey instruments, and follow-up letters are appended. (MAB)

ED 360 015

JC 930 363

Marshood, Nabil

**Assessment of Field Placement.**

Hudson County Community Coll., Jersey City, NJ.

Pub Date—93

Note—10p.

Pub Type—Reports - Descriptive (141)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Course Content, Course Descriptions, \*Evaluation Criteria, Experiential Learning, \*Field Experience Programs, \*Grading, \*Human Services, Models, Questionnaires, \*Student Evaluation, Student Experience, Student Improvement, Student Records, Two Year Colleges, Two Year College Students, Vocational Evaluation

Identifiers—Hudson County Community College NJ

While field placement in human services programs is an extremely important practical phase of training, it has generally not been standardized, and thus can be difficult to assess. A model program and assessment format developed by Hudson County Community College (HCCC), in Jersey City, New

Jersey, however, provides a possible framework for standardizing field placement programs. Students in HCCC's program are expected to complete two consecutive courses of field placement, with each course requiring 128 hours of actual work at a placement site, weekly one-hour seminars, the maintenance of weekly logs of student activities, and final term papers. The field placement is designed to develop a sense of professional belonging and identity by requiring students to identify client service needs and gaps, prepare progress reports, assess case studies, and evaluate a strategic treatment plan. Grades are determined by students' weekly journals, term papers, and evaluations of their performance at the placement sites. To effectively evaluate placement site performance, an instrument was developed at HCCC focusing on descriptive, qualitative, and quantitative aspects of the field experience. The instrument was intended to evaluate students individually at mid-term and again at the end of the course to provide comparative data, and has been used with about 20 students annually for the past 5 years. The evaluation instrument is included. (MAB)

ED 360 016 JC 930 364

Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.

Prince George's Community Coll., Largo, MD. Board of Trustees.

Report No.—BT94-4

Pub Date—1 Sep 93

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, Budgets, College Planning, Community Colleges, \*Cost Effectiveness, Educational Economics, \*Educational Finance, \*Expenditure per Student, Financial Exigency, Financial Support, \*Instructional Student Costs, Noninstructional Student Costs, \*Retirement, School Funds, \*State Aid, Tax Allocation, Two Year Colleges

Identifiers—\*Prince Georges Community College MD

Each year, the Board of Trustees of Prince George's Community College (PGCC) in Largo, Maryland, must submit a report evaluating the effectiveness of PGCC's financial plan to the state's Higher Education Committee and General Assembly. This report, for fiscal year (FY) 1993, is divided into four sections. The first section reviews the cost containment measures taken in both FY 1992 and 1993 to maintain low tuition in spite of cuts in state funding in both direct aid and contribution programs. These measures included employee furloughs, reduction of the administrative staff by 17%, hiring freezes, elimination of conference travel and professional development budgets, a freeze on all equipment purchases, and an early retirement program. The second section analyzes the total cost per full time equivalent (FTE) student by instructional discipline, indicating that per student costs ranged from a low of \$3,107 per FTE in remedial math to a high of \$7,465 in education, resulting in an average cost of \$3,984 to teach each FTE student. The third section provides an evaluation of enrollment, student outcomes, and cost analysis of the disciplines reporting the highest costs in FY 1992; namely, drafting, electronics, medical records, nuclear medicine, office technology, and respiratory therapy. The final section, a review of Prince George's County's contributions to PGCC as compared with the contributions of four other Maryland counties to parallel institutions in their jurisdictions, suggests that Prince George's County consistently provides less funding for PGCC than peer counties provide their community colleges. Tables and a complete list of costs per FTE student for each discipline are included. (MAB)

ED 360 017 JC 930 365

Preston, David L.  
Interfacing Two-Year and Four-Year Transcripts for Transfer Students.

Pub Date—May 93

Note—31p; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Persistence, \*Academic Records, \*College

Transfer Students, Community Colleges, Educational Mobility, Grades (Scholastic), Higher Education, Student Evaluation, Transfer Programs, Two Year Colleges, Two Year College Students, Universities

Identifiers—Brazosport College TX, \*Transfer Shock

A study was performed to determine the feasibility of using grade point averages and course completion ratios in determining the success of community college students who transferred to four-year institutions. Four Texas universities searched their transcript files for students who had transferred from Brazosport College (BC), and provided BC with machine-readable copies of the transcripts. The BC transcripts and those from two of the universities, the University of Texas-Austin (UTA) and Sam Houston State University (SHSU), were matched and merged. Study findings included the following: (1) grade point averages (GPA's) dropped from 3.304 at BC to 2.256 at UTA, an average decrease of 1.048 points; (2) GPA's for students transferring to SHSU dropped 0.191 points, from 2.689 to 2.498; (3) course completion rates fell significantly upon transfer to the four-year institutions, with UTA students showing a particularly large decrease; (4) 67% of those who received a "C" or better in a BC English course received a "C" or better at one of the four-year institutions in subsequent English courses; and (5) overall, BC students did not do as well after transferring as they had at BC. A history of similar research efforts, a 12-item bibliography, and an appendix describing the next study undertaken at BC to test the usefulness of the software system used to analyze transfer data are included. (MAB)

ED 360 018 JC 930 367

Sturtz, Alan J. McCarroll, Judith A.

Placement Testing and Student Success: The First Intervening Variable.

Pub Date—19 May 93

Note—22p; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, Academic Persistence, Basic Writing, Community Colleges, Compensatory Education, Diagnostic Tests, \*Predictive Validity, \*Remedial Instruction, Remedial Mathematics, Remedial Programs, \*Screening Tests, \*Student Placement, Two Year Colleges, Two Year College Students

Identifiers—\*New Jersey College Basic Skills Placement Test

In Connecticut, the Board of Trustees for Community-Technical Colleges mandated the assessment and placement of entering community college students, adopting the New Jersey College Basic Skills Placement Test (NJCBSPT) for a systemwide pilot test beginning in spring 1989. At (then) South Central Community College, a study was conducted to determine whether students who followed placement recommendations had higher success rates than those who enrolled in higher level courses; and whether students who were successful in basic skills courses enrolled in and successfully completed college-level English and math courses in greater percentages than students who did not follow the recommendations. Study findings, based on the fall 1990 NJCBSPT scores of 804 students, included the following: (1) 71% of the 702 students who took the math test placed in Basic Math I, 25.5% placed in Basic Math II, and 3.4% placed in College Math; (2) 45.5% of the 673 students who took the English tests placed in Basic English, and 54.5% in English Composition; (3) 63% of those recommended for Basic Math I, 79.3% of those recommended for Basic Math II, and 72.0% of those recommended for Basic English completed the remedial courses successfully; (4) 60% of those recommended for Basic Math I but who took Basic Math II were successful, as were 67% of those recommended for Basic Math II but who took College Math, and 68% of those who were recommended for Basic English but who enrolled in English Composition; and (5) among students who took the NJCBSPT prior to enrolling in fall 1990, only 23.8% were still enrolled in spring 1993. (MAB)

ED 360 019 JC 930 368

Wallace Community College, Selma: 1991-92 Institutional Profile.

Wallace Community Coll., Selma, AL. Office of In-

stitutional Research and Data Management.

Pub Note—[Apr 93]

Note—112p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Ancillary School Services, Budgets, College Faculty, College Planning, College School Cooperation, Community Colleges, Educational Facilities, \*Educational Finance, Enrollment, \*Enrollment Trends, \*Institutional Characteristics, \*Student Characteristics, Teacher Characteristics, Two Year Colleges, \*Two Year College Students

Identifiers—\*Wallace Community College AL

Focusing on data for fall 1991, this report provides information on students, faculty, staff, finances, facilities, and services at Wallace Community College Selma (WCCS), in Alabama. Following an introductory section providing a history of WCCS and reviewing the college's mission and goals, the report provides detailed student data on credit hour production from 1987 to 1992; credit enrollment for fall 1987 to 1991; credit enrollment by race, sex, and county; grade distribution in credit courses; feeder high school enrollment; enrollment by program from 1989 to 1991; awards conferred by program; grade distribution in developmental courses; student financial aid profile for 1987 to 1992; non-credit enrollment; and job placement statistics for 1987 to 1992. The next section provides data on WCCS's Educational Talent Search Program, an effort involving nine target high schools to promote college attendance through student services. Next, the report provides data on school personnel, including information on salaries, race, gender, employment status, and full- and part-time faculty characteristics. Following data on fall 1990 library resources, the report provides data on WCCS finances, including financial histories for 1987 through 1992, expenditures by function and object, revenues by source, and foundation revenues. Next, the report presents data on physical plan assets, and provides a WCCS building inventory. Finally, the report provides data on the Alabama Community College system, including data on credit hour production, student headcount by race and sex, and personnel classified by salary schedule. Data tables; campus, service area, and system maps; and a report evaluation form are included. (PAA)

ED 360 020 JC 930 370

Santa Rita, Emilio

Educational Advising for Student Retention.

Bronx Community Coll., NY. Dept. of Student Development.

Pub Date—92

Note—99p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Advising, \*Career Counseling, Community Colleges, Counseling Services, \*Counselor Role, Counselor Training, \*Educational Counseling, \*Faculty Advisers, Referral, School Holding Power, Student Needs, \*Student Problems, Teacher Student Relationship, Two Year Colleges, Two Year College Students

Drawing from the literature and research on educational advising and student retention, this handbook provides practical guidelines on advising students, based on five propositions. The propositions are that: (1) educational advisement should be designed to provide accurate, consistent, accessible information for students concerning their progress within their curriculum; (2) the best single indication of the likelihood of college persistence is the student's ability to cope with academic problems; (3) educational advising should be career focused; (4) the quality of student-faculty interaction is a major contributing variable to college holding power; and (5) the premier goal of educational advising is a full response to the student's needs. Each of the five sections of the handbook deals with one of these propositions. Part 1 deals with providing information to different categories of students, including returning, entering, freshmen, English-as-a-Second-Language, international, undecided, change of major, transfer, part-time, and probationary students. Part 2 suggests ways of helping students cope with 19 difference academic problems. Part 3 deals with 15 categories of difficulties encountered in the course of making a decision about a career. Part 4 reviews seven ways of responding to students who come for advisement. Finally, part 5 outlines the method of making an effective referral

and summarizes referral skills. Each section contains with case studies and specific recommendations. An academic advisor checklist and evaluation form used at Bronx Community College and responses to case problems are included. (MAB)

**ED 360 021** JC 930 371

*Santa Rita, Emilio*  
**Classroom Management for Student Retention.**  
Bronx Community Coll., NY. Dept. of Student Development.

Pub Date—93

Note—150p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Behavior Problems, Classroom Environment, \*Classroom Techniques, Community Colleges, \*Discipline, Discipline Policy, Discipline Problems, Educational Theories, Interpersonal Relationship, \*School Holding Power, Teacher Effectiveness, \*Teacher Student Relationship, Teaching Styles, Two Year Colleges, Two Year College Students

This guidebook recommends methods for teachers to use to improve teacher-student interaction in the classroom, as a means of increasing student retention. Chapter I introduces eight major systems of classroom management which teachers may use as their values and the classroom situation dictate: "Behavior Modification," "Reality Therapy," "Discipline Without Tears," "Teacher Effectiveness Training," "Transactional Analysis," "Social Literacy," "Discipline and Group Management," and "Mastery Learning." In chapter II, typologies of student behavior are traced to needs for security (reflected in the behavior of onlookers, untouchables, seekers, and perfectionists), caring (performers, leaders, developers, and becomes), and belonging (loyalists and operators). Contracts suitable to the 10 types of student behavior are included. Chapter III provides information about interaction patterns and "games" that students often play to gain attention and social position, to relieve boredom, to test the system, to combat restrictions, and to express frustrations. Chapter IV presents a "Survival Kit for Teachers," combining a list of behaviors and options for coping with them. A 28-item bibliography, and appendices containing case studies, an attitude survey, and a status of discipline scale are included. (MAB)

**ED 360 022** JC 930 373

*Preston, David L.*  
**Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains.**

Pub Date—May 93

Note—84p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Academic Persistence, Community Colleges, General Education, \*Goal Orientation, Higher Education, Models, Organizational Effectiveness, School Holding Power, School Surveys, \*Student Attitudes, \*Student Behavior, \*Student Educational Objectives, Two Year Colleges, Two Year College Students

Identifiers—AIR Forum, \*Community College Student Experiences Quest

The traditional definition of student persistence, advanced by Vincent Tinto in 1975, is that of attendance until degree completion. This model, however, does not adequately reflect community college student attendance patterns. To develop a conceptual model of community college student persistence, a study was conducted of the attendance patterns of 510 students attending a southeastern Texas community college during spring semester 1992, using student goal-attainment as the indicator of successful termination. Specifically, the study examined the relationship between goal commitment for five groups of students (i.e., those preparing to transfer, preparing for a new career, retaining current or upgrading skills, attending for personal reasons, and upgrading basic English skills) and the student's perception of gains on the following general educational goals: career preparation; arts; communications skills; mathematics, science, and technology; personal and social development; and perspectives of the world. Perceptions of gains in these six dimensions were measured by the "Estimate of Gains" section of the Community College

Student Experiences Questionnaire (CCSEQ). Results indicated that the more strategic a student's goal-commitment (i.e., the longer the student expected to attend college), the more likely that he or she would perceive gains in the six areas. In addition, members of the transfer group were the most satisfied with their college experiences and showed a greater tendency to persist until goal attainment. A literature review, detailed data analyses and tables, implications and recommendations, and an 86-item bibliography are included. (PAA)

**ED 360 023** JC 930 374

*Head, Ronald R.*

**The Academic Performance of PVCC Students Transferring to Virginia Public Senior Institutions of Higher Education (1991-92). Research Report Number 4-93 and PVCC Institutional Brief No. 93-6.**

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Pub Date—Jul 93

Note—29p.; For the 1990-91 report, see ED 345 811.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*College Transfer Students, Community Colleges, Enrollment Trends, Followup Studies, \*Grade Point Average, Higher Education, Tables (Data), Two Year Colleges, \*Two Year College Students, Universities

Identifiers—\*Piedmont Virginia Community College, \*Virginia

Following a legislative mandate that requires public four-year colleges and universities in Virginia to report to community colleges the academic progress of their transfer students, eight senior institutions submitted progress data for 1991-92 to Piedmont Virginia Community College (PVCC). An analysis of those data revealed the following: (1) 306 former PVCC students were enrolled in Virginia public four-year institutions, including 135 (44.1%) PVCC graduates; (2) 55.8% (n=121) of the transfer students continued studying their PVCC major after transfer; (3) the PVCC instructional program with the largest number of transfers was Business Administration, making up 24.2% (n=74) of all transfer students; (4) Liberal Arts (23.9%) and General Studies (12.1%) accounted for the next largest percentages of transfers; (5) 1991-92 PVCC transfers attempted an average of 36 credits at the four-year institutions, completed an average of 34 credits, and earned an average of 81 total credits at all schools attended; (6) the average grade point average (GPA) for the 1991-92 transfers at the four-year schools was 2.813, while the average pre-transfer PVCC GPA was 3.267; and (7) students who transferred before graduating PVCC performed academically about as well as PVCC graduates, although students who kept their major at the four-year institution performed slightly better than those who did not. (MAB)

**ED 360 024** JC 930 375

*Matten, Marie E.*

**The Institutional Researcher as Interpreter and Critic.**

Lane Community Coll., Eugene, Ore.

Pub Date—May 93

Note—24p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adoption (Ideas), College Planning, Community Colleges, Decision Making, Educational Research, \*Educational Researchers, \*Institutional Research, \*Organizational Climate, Research Administration, \*Research Directors, \*Research Utilization, Self Evaluation (Groups), Theory Practice Relationship, Two Year Colleges

Identifiers—United States (Northwest)  
This study builds on an earlier one in which the role of institutional researchers in providing computer information systems (CIS) data to administrators was investigated. To examine the relationship between college culture and the role of institutional researchers as either providers of information or interpreters of data, a study was conducted at three community colleges in the Pacific Northwest. The president, top level administrators, and the institutional researcher were sent audio tape questionnaires and were interviewed about college culture, decision making processes, and the roles of the institutional researcher. The study found that the three colleges differed in organizational climate: one was

described as working as a team, another as essentially political in its decision-making process, and the third as chaotic and inconsistent. These climates affected the researchers' view of data as capable of capturing a knowable "reality," with data representing an incomplete reality at the first institution, a negotiated reality at the second, and a construct that could be interpreted from many different perspectives at the third. However, administrators at all sites relied primarily on institutional researchers for data, and therefore recognized the role of researchers as providers of data. The administrators also indicated that the major role of researchers should be to interpret the data, stating that they themselves did not have the skills or time to perform analyses and that researchers had objective methodologies and training in statistical analysis. Finally, at the college described as chaotic the researcher functioned as institutional critic, a role stemming from the cultural climate, the view of data as an interpretable reality, and administrative support. (MAB)

**ED 360 025** JC 930 376

*Colgrove, Clyde V. Shinville, Padric Sean*

**Community College Faculty Dissatisfaction: A Comparative Analysis.**

Pub Date—May 93

Note—19p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Faculty, \*Community Colleges, Comparative Analysis, Higher Education, \*Job Satisfaction, School Surveys, \*Teacher Attitudes, \*Teacher Salaries, \*Teaching (Occupation), Two Year Colleges, Universities, Work Attitudes, Work Environment

A study was conducted to ascertain whether two-year college faculty are significantly different than faculties at research, doctoral granting, comprehensive, or liberal arts institutions on four measures of job dissatisfaction. Drawing from responses to the 1989 Survey Among College and University Faculty conducted by the Carnegie Foundation, the study compared faculty perceptions about the context of higher education in society; time constraints; salary; and thoughts about leaving the profession. A total of 510 two-year college faculty survey responses were compared with equivalent numbers of responses from each of eight institutional categories (Research types I and II, Doctoral Granting types I and II, Comprehensive types I and II, and Liberal Arts types I and II). Study results included the following: (1) two-year faculty were less confident about the quality of students and higher education's ability to help society than faculty at Liberal Arts I institutions; (2) two-year college faculty were less likely to perceive problems with time constraints than faculty at all other institutions; (3) two-year faculty respondents held significantly higher perceptions of their salary than other faculty; and (4) two-year college faculty did not hold significantly different thoughts about leaving the profession than other faculty, with all groups expressing little intention of leaving the profession. Data tables and 14 references are included. (PAA)

**ED 360 026** JC 930 377

*Murre, Alvin J.*

**The Hazard Community College "50 Mile Club."**

Pub Date—20 Jul 93

Note—7p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Community Colleges, \*Employee Assistance Programs, \*Health Programs, \*Health Promotion, Program Descriptions, \*Program Development, Program Effectiveness, School Personnel, Two Year Colleges

Identifiers—\*Hazard Community College KY

In planning for the 1989-90 academic year, Hazard Community College's Employee Professional Development Committee recommended and gained approval for a wellness program that would assist all employees in reducing stress and becoming more physically fit. Similar to fitness programs in the business sector, the wellness program utilized community facilities for aerobics, jogging, walking, tennis, racquetball, swimming, and weightlifting, and



provided a qualified physical fitness instructor to individualize activities to each participant's abilities. The program, designed to run only 5 weeks, was expanded to 10 weeks due to overwhelming demand. In fall 1992, the college created an in-house version of the wellness program, calling it the "50 Mile Club." Employees were encouraged to set aside 50 days each semester to focus on physical fitness. An equivalency table was established to equate time spent in a physical activity to mileage. Participants logging over 50 miles received a tee shirt. The first group of participants began in fall 1992, and 15 employees completed at least 50 miles. Each subsequent group has had an increased number of participants, each developing his/her own personal work out program. A sample progress chart is included. (MAB)

ED 360 027 JC 930 379

*Farahani, Gohar*

**Charles County Community College Performance Accountability Report.**

Charles County Community Coll., La Plata, Md.

Pub Date—Mar 93

Note—109p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Persistence, \*College Outcomes Assessment, \*College Planning, College Transfer Students, Community Colleges, \*Evaluation Criteria, Followup Studies, \*School Effectiveness, Self Evaluation (Groups), Tables (Data), Two Year Colleges, Two Year College Students, Vocational Education

Identifiers—\*Charles County Community College MD

Prepared pursuant to new Maryland accountability requirements, this report offers information on access and equity; student goal achievement; transfer preparation; employment and economic development; and student involvement, community involvement, and cultural activities at Charles County Community College (CCCC). The report's preface provides background on the accountability requirements, CCCC's mission, and the use of faculty and staff focus groups to explore the college's mission and outcomes. The accountability focus group calendar and questions are included. The next section presents data on CCCC's provision of educational access and equity, focusing on such indicators as the enrollment of minority, at-risk, and economically disadvantaged students; staff and faculty diversity; and nontraditional instructional offerings and enrollment. Next, CCCC's long-range objectives with respect to student goal achievement are outlined, and information is provided on graduate characteristics, graduation rates, graduates' ratings of the college, employment and transfer rates, and dropouts' reasons for not returning. Next, indicators of CCCC's success in preparing students to transfer are presented and analyzed, including transfer rates, relationship of CCCC and transfer majors, and student satisfaction. The next section focuses on CCCC's contributions to regional employment and economic development, including information program completers who passed the required licensure exams in nursing, enrollments in certification programs, program completers' satisfaction with their preparation for employment, and business contracts. The final section enumerates the college's goals with respect to student involvement, community involvement, and cultural activities; and lists indicators to be measured and sources of information. (MAB)

ED 360 028 JC 930 380

*Farahani, Gohar*

**Non-Returning Student Survey, Charles County Community College.**

Charles County Community Coll., La Plata, Md.

Pub Date—Aug 93

Note—29p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Persistence, Community Colleges, Comparative Analysis, Dropout Research, \*Dropouts, \*Enrollment Influences, High School Graduates, \*School Holding Power, School Surveys, \*Student Attitudes, Student Behavior, Two Year Colleges, \*Two Year College Students

Identifiers—\*Charles County Community College MD

In spring 1993, Charles County Community Col-

lege (CCCC) in Maryland conducted a telephone survey of students who had been enrolled at the college the previous fall but did not return for the spring semester. A total of 1,655 students were identified as non-returning by the third week of classes in spring 1993, representing 29% of the fall 1992 student population. Of these students, half were randomly selected to be surveyed. Study findings, based on 283 usable responses, included the following: (1) 31.3% of the respondents cited "job demands" as a major reason for not returning, while 19.8% cited "insufficient time," and 14.1% indicated that they had "achieved educational goal"; (2) 9% of the respondents indicated that the college could have helped them to return to college; (3) 58% of the respondents indicated plans to return to CCCC; and (4) extrapolations of survey results suggested that CCCC could possibly have influenced 358 non-returning students to enroll in spring 1993. For comparative purposes, an survey was conducted of all 118 recent high school graduates enrolled at CCCC in fall 1992 who did not return in spring 1993. Among the 111 respondents, 47% cited "job demands" as a major reason for not returning to CCCC, while 26% stated they had "transferred," and 24% reported having "moved from area." In addition, 10% reported that the college could have helped them return in spring 1993, and 32% cited plans to return to CCCC. Comparisons with results of the spring 1992 non-returning student survey; copies of the survey instruments; data tables; and respondents' narrative comments are included. (PAA)

ED 360 029 JC 930 382

**Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education.**

Alliance for Excellence, Blacksburg, VA.

Pub Date—Jul 93

Note—15p.; Paper presented at "Leadership 2000," the Annual Conference of the League for Innovation in the Community College and the Department of Educational Administration at the University of Texas (5th, Washington, DC, July 18-21, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Persistence, \*Black Achievement, Black Leadership, \*Black Students, Church Programs, \*Church Role, Community Colleges, \*Cooperative Programs, Enrollment, Enrollment Trends, Equal Education, Minority Groups, Program Descriptions, \*School Community Relationship, School Holding Power, Two Year Colleges, Two Year College Students

Identifiers—\*Alliance for Excellence VA

In an effort to increase opportunities for minorities in higher education in the face of rising costs and decreasing funding, the Alliance for Excellence (AFE) was formed in 1986 in Roanoke, Virginia as a partnership between black churches and community colleges. The partnership seeks to combine the local resources of the colleges with the community-based leadership of black congregations to increase the enrollment of black students at area community colleges to reflect the percentage of the black population in each college area. Moreover, AFE focuses on increasing retention, graduation, and transfer rates of black students. Programs begin with motivational seminars for young children and their families to promote a positive idea of college education. Other AFE efforts include an annual "Black Issues in Focus" program, essay contests for young people on the value of a college education, programs to recognize student achievement at college and past contributions of community members, speakers on special issues in minority education, scholarships, textbook subsidies, minority employment and business fairs, and black church history classes. Between 1984 and 1991, total black student enrollment in the AFE program area increased by 57.7% and black enrollment relative to the general student population increased by 20.8%. Nationally, these figures were 4.1% and -4.8% respectively for the same period. Includes lists of AFE board members and project coordinators and brief descriptions of efforts at Danville Community College and Virginia Western Community College. (PAA)

ED 360 030 JC 930 383

*Campion, William J.*

**CFCC: A Report on Indicators of Excellence.**  
Central Florida Community Coll., Ocala.

Pub Date—Jul 93

Note—90p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Access to Education, Basic Skills, Budgets, College Planning, College Transfer Students, Community Colleges, Educational Finance, Graduate Surveys, \*Institutional Characteristics, \*Institutional Mission, \*Instructional Improvement, Minority Groups, \*Mission Statements, \*Outcomes of Education, Program Evaluation, School Community Relationship, \*School Effectiveness, Self Evaluation (Groups), Student Attitudes, Teacher Characteristics, Two Year Colleges, \*Two Year College Students, Vocational Education

Identifiers—\*Central Florida Community College

The planning and evaluation process at Central Florida Community College (CFCC) is based on the identification of demonstrable outcomes measures, referred to as indicators of excellence (IE's). The indicators were developed during a 4-year long, institution-wide effort in which every employee had the opportunity to comment on proposed indicators. This report provides 1991-92 data on IE's related to transfer programs; career preparation programs; basic skills and developmental education programs; community education and community service programs; college access; educational outcomes related to instructional missions; student satisfaction; and progress in faculty improvement and the provision of financial and physical support to the instructional programs. Reported outcomes include the following: (1) university grade point averages (GPA's) of CFCC graduates appear to be rising, with a "B" average the norm; (2) 88% of vocational-technical programs, just under the IE goal of 90%, had at least a 70% job placement rate; (3) average grades for college preparatory students in their first college-level courses decreased for English but increased for mathematics; (4) community service programs reached a total of 2.1% of the service population; (5) compared to proportions in the service area, Black students were underrepresented at CFCC while Hispanic students were overrepresented; (6) 100% of the full-time faculty held teaching credentials, while 97% of the part-time faculty held credentials; and (7) during the fiscal year 1992, CFCC budgeted \$577,000, or 3.9% of the total budget, for learning resources activities and programs. Tables and a review of CFCC's mission and objectives are included. (PAA)

ED 360 031 JC 930 386

**Point of Graduation Survey, 1992-93: Report of Findings.**

Sinclair Community Coll., Dayton, OH. Office of Institutional Planning and Research.

Pub Date—93

Note—19p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Ancillary School Services, \*College Graduates, Community Colleges, Comparative Analysis, \*Graduate Surveys, \*Participant Satisfaction, School Surveys, \*Student Attitudes, Student Behavior, Student Educational Objectives, Two Year Colleges, Two Year College Students, Vocational Followup

Identifiers—Sinclair Community College OH

Instead of relying on graduates' perceptions of their educational experiences a year or more after graduation, Sinclair Community College in Dayton, Ohio, decided to survey students applying for graduation about their recent experiences. Questionnaires were sent to all 1,450 graduating students in the 1992-93 academic year, with 872 returning completed surveys for a 60% response rate. Responses were received from the students in the academic divisions of allied health (29%), business technologies (26.9%), engineering technologies (13.8%), extended learning and human services (11.8%), liberal arts and sciences (7.6%), and fine and performing arts (6.9%). Study findings included the following: (1) in ratings of courses, quality of instruction received the best mean rating and course availability the least positive mean rating; (2) in general, students rated the courses in their divisions as somewhere between "excellent" and "good"; (3) compared to the previous year, services receiving more favorable ratings were veterans' services, disability services, tutoring, student activities, and the bookstore, while financial aid and registration received noticeably poorer ratings; (4) at the time of their initial enrollment, over 75% of the respondents

reported being "very" or "somewhat certain" of their educational goals; (5) the average length of time that respondents took to complete their educational goals was 3.5 years; (6) 65.8% of the respondents reported being currently employed, of whom 67.5% indicated that their jobs were related to their majors; and (7) 49% of the respondents stated an intention to transfer to a four-year institution. Data tables and the survey instrument are included. (PAA)

ED 360 032 JC 930 388

**Former Student Survey.**  
Sinclair Community Coll., Dayton, OH. Office of Institutional Planning and Research.

Pub Date—93

Note—13p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—Community Colleges, Comparative Analysis, Dropout Research, \*Dropouts, Paying for College, School Surveys, Stopouts, \*Student Attitudes, Student Attrition, \*Student Behavior, Student Educational Objectives, Student Problems, Two Year Colleges, Two Year College Students, Withdrawal (Education)**

**Identifiers—Sinclair Community College OH**

In fall 1992, a study was conducted at Sinclair Community College (SCC) in Dayton, Ohio, to determine factors contributing to former students' decisions not to return to the college. Two groups of former students were included in the study: those who had last attended in fall 1990 and had thus been absent for 6 quarters, and those who had last attended in fall 1991 and had been absent for 3 quarters. Random samples of 360 and 400 students were selected from the two groups, respectively. Of the 760 surveys mailed, 243 former students provided usable responses for a 36% response rate. Study findings included the following: (1) personal/family considerations or financial concerns were cited by more than 50% of respondents, while 17% indicated that they had achieved their educational goals, 12% had moved, and 18% had transferred to another college; (2) 72.9% of the 1990 group stated that they had originally planned to get a degree, compared to 88.1% of the 1991 group; (3) 38% of the 1990 group and 53% of the 1991 group indicated an intent to return to SCC; (4) students from the 1991 group were more likely to cite goal uncertainty, scheduling problems, and financial concerns as reasons for not returning, and less likely to cite time and transportation considerations than the 1990 group; and (5) career uncertainty and scheduling problems were more frequently cited as reasons for not returning among students who indicated they were degree-seeking. Responses to open-ended questions, tables, and a reader evaluation survey are included. (PAA)

ED 360 033 JC 930 392

**Searcy, Robert D.**  
**Survey of Student Opinions: A Study Initiated by the Student Government Association of Calhoun Community College.**

Calhoun Community Coll., Decatur, AL.

Pub Date—93

Note—63p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors—Ancillary School Services, College Role, Community Colleges, Extracurricular Activities, Multicampus Colleges, \*Participant Satisfaction, \*Student Attitudes, Student Behavior, \*Student Characteristics, Student Educational Objectives, \*Student Government, Student Reaction, Two Year Colleges, \*Two Year College Students**

**Identifiers—John C Calhoun State Community College AL**

In spring 1993, the Student Government Association (SGA) of Calhoun Community College (CCC), in Alabama, initiated a survey of all CCC students in day and evening classes at the main campus and at two off-campus sites to determine student opinions regarding CCC agencies, services, and student activities. Of the 410 students who returned completed surveys, 43% attended primarily day classes on the main campus, 13% attended mostly evening classes on the main campus, and the remaining 44% attended classes at the two off-campus sites. Results of the study included the following: (1) 49% of respondents indicated that they were attending CCC to earn an Associate's degree, 35% to earn a certificate,

and 16% to earn transfer credits; (2) 82% of students preferred that CCC continue on the quarter system, rather than change to the semester system; (3) with respect to CCC services, the highest ratings were received by the bookstore (65% rating it as "good" or "excellent"), the library (63% rating it as such), and the admissions office (50% rating it as such); (4) 58% of respondents indicated that they would attend college sponsored student activities including big-name entertainers and guest speakers; (5) of the 370 students who responded to a question regarding voting procedures, 55% felt that SGA voting procedures should be extended to include night and extension students; and (6) respondents were generally interested in an increase in on-campus activities, including intramural programs (37%) and fraternities and sororities (41%). The survey instrument, respondent demographics, and open-ended student comments are included. (Contains 92 graphs.) (MAB)

ED 360 034 JC 930 393

**A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges.**

Iowa State Education Association, Des Moines.

Pub Date—25 Aug 93

Note—30p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—Academic Standards, \*College Administration, College Faculty, Community Colleges, Educational Change, Educational Finance, Educational Improvement, \*Educational Needs, \*Educational Quality, \*Financial Needs, \*Needs Assessment, Professional Development, School Funds, School Support, Self Evaluation (Groups), State Aid, State Surveys, Teacher Attitudes, \*Teaching Conditions, Two Year Colleges**

**Identifiers—Iowa**

In an effort to provide the people of Iowa with a clearer sense of the needs for improvement in the state's 15 public community colleges, this report examines problem areas and causes and presents recommendations for improving educational quality. First, a discussion is provided of four key problem areas identified through a survey of over 1,000 faculty members and subsequent focus group discussions, including: (1) teaching conditions, such as increases in enrollment, expanding curricula, lack of adequate funding, an increase in students drawn from the third quartile of ability, overworked faculty, use of part-time faculty, and limited facilities and equipment; (2) leadership and governance, discussing such problems as inconsistent and inexperienced leadership, faculty members failing to raise issues of quality, declining standards, and the inability of colleges to commit to decentralization; (3) the community college mission, highlighting confusion in redefining the mission and concerns about economic development and partnerships with business; and (4) the lack of opportunities for professional development. For each area, recommendations for improvement are listed. Causes of these problems are then examined, indicating that many are chronic, having existed in the colleges for 20 years, and are similar to those experienced by public K-12 education. Finally, suggestions for statewide action are made, including adequate financial support, pilot programs to improve governance, support for mentor programs, and the creation of five autonomous college districts. (MAB)

ED 360 035 JC 930 394

**Soltz, Donald F.**

**JCCC Transfer Students: Their Destinations and Achievements, 1992-1993.**

Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.

Pub Date—Jun 93

Note—43p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors—Academic Achievement, College Role, \*College Transfer Students, Community Colleges, Followup Studies, \*Graduate Surveys, Higher Education, \*Outcomes of Education, Participant Satisfaction, Program Effectiveness, \*Student Attitudes, \*Student Behavior, \*Student Educational Objectives, Two Year Colleges, Two Year College Students**

**Identifiers—Johnson County Community College KS**

In order to determine the number of Johnson County Community College (JCCC) students trans-

ferring to four-year institutions and their academic performance at the institutions, records were obtained from 10 of 11 regional institutions most often accepting JCCC transfers. In addition, questionnaires were mailed to the 1,403 JCCC students who completed at least 6 credit hours and transferred to four-year institutions between summer 1991 and spring 1992. A total of 349 former students responded, for a response rate of 25%. Major findings from the survey and the analysis included the following: (1) the 1,403 students who transferred between summer 1991 and spring 1992 represented 29% of the students who could have transferred; (2) 71% of transfers attended either Kansas State University or the University of Kansas, with the remainder of students enrolled primarily in Kansas and Missouri institutions; (3) 77% of respondents indicated that their primary educational objective had been preparation for transfer, with 92% responding that they had achieved their ultimate objective at JCCC; (4) the transfer students had an overall grade point average (GPA) of 3.00 at JCCC and an overall GPA of 2.59 at their four-year institutions; (5) in 8 out of 10 institutional quality ratings, more students were satisfied with JCCC than with their four-year institution; and (6) most students felt that JCCC helped them improve in such skill areas as communication, arts and sciences, and self-confidence. Detailed data tables and the survey instrument are included. (MAB)

ED 360 036 JC 930 395

**McHewitt, Earl R.**

**Graduation Rate Differences within the VCCS, August 1993.**

Virginia State Dept. of Community Colleges, Richmond.

Pub Date—Aug 93

Note—11p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors—College Graduates, College Transfer Students, Community Colleges, Comparative Analysis, \*Educational Attainment, Full Time Students, Graduate Surveys, \*Influences, \*Outcomes of Education, Part Time Students, Rural Urban Differences, \*Student Characteristics, Two Year Colleges, \*Two Year College Students, Withdrawal (Education)**

**Identifiers—Virginia Community College System**

A statewide retention study conducted in fall 1992 revealed significant differences in graduation rates among Virginia Community College System (VCCS) institutions. To determine factors related to student graduation and differences in graduation rates for VCCS colleges, an analysis was undertaken of the characteristics of fall 1989 entering students and the characteristics of students from this cohort who received an award (i.e., certificate, diploma, or associate degree) by June 1992. Results of the analysis included the following: (1) graduation rates for the 23 colleges in the VCCS ranged from 53.8% to 4.8%, with a system-wide average of 10%; (2) with respect to graduates system-wide, 53% were female, 82% were under 25, 86% were white, and another 86% were enrolled full-time; (3) while age, race, and gender were related to receiving an award, they were not as strongly related as the program selected, college location, and student course load; (4) occupational-training students were more likely to graduate than transfer students; (5) the probability of receiving an award for urban students was only about half of that for non-urban students; (6) students who initially enrolled full-time were five times more likely to graduate than part-time students, though the 3-year period commonly used in graduation studies is generally not enough time for part-time students; and (7) colleges with large numbers of part-time freshmen had lower graduation rates, even if the tracking time was extended to 7 years. (MAB)

ED 360 037 JC 930 451

**Rifkin, Tronie**

**Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest.**

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-93-02

Pub Date—Aug 93

Contract—R188062002

Note—3p.

Pub Type—Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Prod-

ucts (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Accountability, Administrators, \*Codes of Ethics, College Faculty, Community Colleges, \*Conflict of Interest, \*Educational Policy, Educational Trends, \*Ethics, Faculty College Relationship, Integrity, Moral Values, National Surveys, Plagiarism, \*Teacher Behavior, Two Year Colleges

Identifiers—ERIC Digests

The role of ethics in institutional management and instruction and the need for ethics codes have been identified as major issues currently facing community colleges in the United States. In general, ethics codes represent professional ideals, serving as guides for behavior and establishing principles of performance. A study was recently conducted by the Community College Studies Program at the University of California, Los Angeles and the Irvine Group (a group of prominent current and emeritus educators) of 2,500 two- and four-year colleges to identify existing administrator and faculty ethics codes. A total of 413 institutions provided usable responses, and only 36 of these institutions reported administrator ethics policies. With respect to community colleges, these policies tended to specify professional standards for conflict of interest, integrity, nepotism, and accountability. The most common issue covered in college faculty ethics codes was faculty responsibilities, occurring in 27 of 33 responding two-year colleges. In addition, most locally developed policies included a section concerning the ethical obligations of faculty as teachers. The survey also revealed a strong emphasis on faculty rights and conflict of interest. Only four community colleges submitted sexual harassment ethics codes, and no community college submitted a policy concerning ethics in research. In addition to institutional ethics statements, many collective bargaining agreements also detail the rights and responsibilities of faculty members. (PAA)

## PS

**ED 360 038**

PS 020 981

Steele, Toren Anderson

**Utilizing the Parent Center Concept as a Means To Improve the Relations between Parent and Child/School and Community.**

Georgia State Univ., Atlanta. Center for the Study of Adult Literacy.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—Jan 92

Note—12p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, Federal Programs, Intervention, Low Income Groups, Parent Attitudes, \*Parent Participation, \*Parent School Relationship, \*Parent Teacher Cooperation, Program Descriptions, \*School Community Relationship, Volunteers

Identifiers—\*Blacklock FIRST

Blacklock FIRST (Fund for the Improvement and Reform of Schools and Teaching) is a 3-year, federally funded intervention program designed to increase school attendance, student achievement and self-esteem, and parent and community involvement in school activities among low-income housing project residents. As a way of easing strained parent-school relations, a Parent Center was established in the program's pilot year. Over the school year, 61% of the school's families used the center, which is a spacious area within the adjacent elementary school with living and dining room furnishings. The center serves as a vehicle to facilitate parents' involvement in their children's education as well as communication and trust among parents, project staff, and school personnel. Parents share their concerns and offer suggestions on improving the program. One activity initiated by the parents involved a dance class and a weekly practice session staffed by parent volunteers. The job of acting as assistant dance instructors provided parents with experience in planning, public speaking, coordinating events, keeping records, and otherwise participating in an activity in which they were personally invested. In follow-up interviews, parents expressed their satisfaction, their sense of accomplishment, and constructive ideas on similar undertakings. During the year, parents completed several projects and saw themselves as successful change agents. Several par-

ents have taken on increased responsibility within the school. (AC)

**ED 360 039**

PS 021 109

**The State of America's Children: 1992.**

Children's Defense Fund, Washington, D.C.  
Spons Agency—Charles H. Revson Foundation, Inc., New York, NY; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

Report No.—ISBN-0-938008-92-7; ISSN-1055-9213

Pub Date—92

Note—156p.; For 1991 report, see ED 332 797. Available from—Children's Defense Fund, 25 E Street, N.W., Washington, DC 20001 (\$14.95).

Pub Type—Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—\*Adolescents, \*At Risk Persons, \*Child Health, \*Children, \*Child Welfare, Day Care, Educational Improvement, Elementary Secondary Education, Family Problems, Federal Programs, Homeless People, Housing, Poverty, Preschool Education, \*Social Problems, State Programs, Tables (Data)

Identifiers—\*Vulnerability

This report on the state of children in the United States begins with a call to action that points out the destructive effects of poverty, violence, and drug use on America's children while outlining 10 needed steps that should be followed to help alleviate these problems. The greater part of the report focuses on: (1) health; (2) child care; (3) family income; (4) housing and homelessness; (5) education; (6) youth development; and (7) vulnerable children and families. The concluding sections present 1-page fact sheets on the state of children in each of the 50 states, as well as a compilation of national and urban trends and a subject index. (MDM)

**ED 360 040**

PS 021 133

Kilbey, M. Marlyne, Ed. Asghar, Khurshed, Ed.

**Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114.**

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHHS-ADM-91-1837; ISBN-0-16-035805-1

Pub Date—91

Note—384p.; Based on papers and discussion from a technical review (1st, Richmond, VA, June 8-9, 1990).

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328 (Stock No. 017-024-01459-1; \$12).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors—Child Development, Child Health, Cocaine, \*Congenital Impairments, Developmental Disabilities, Drinking, Drug Abuse, Followup Studies, Marijuana, \*Neonates, Neurological Impairments, Physical Development, \*Pregnancy, \*Prenatal Influences, \*Research Methodology, Smoking, \*Substance Abuse, Young Children

Identifiers—Fetal Alcohol Syndrome, \*Fetal Drug Exposure

This monograph presents the proceedings of the first National Institute on Drug Abuse technical review related to the conduct of controlled studies on prenatal exposure to drugs of abuse. Papers in the monograph are categorized by session. The first session (two papers) focused on the detection and quantification of prenatal drug exposure in infants, including studies of the effects of smoking and of pharmacokinetic correlates of fetal drug exposure. The second session (three papers) explored assessments of pregnancy outcomes, including discussions of the implications of previous research methodologies on future research; definitional problems in cocaine research; and the use of birth defect monitoring programs for assessing the effects of maternal substance abuse. Assessment of the status of the newborn, including studies on neurobehavioral organization, cardiorespiratory functioning, and brain development, was considered in the four papers presented in the third session. The fourth session (three papers) offered a framework for measuring drug-induced physical and behavioral delays and abnormalities, including both clinical and psychophysiological perspectives. The next two sessions (with two and three papers respectively) focused on specific types of behavioral delays and abnormalities, covering cardiac and respiratory control, endocrine function, monoamine systems, behavioral development, nonhuman primate models,

learning and cognition, and social and emotional development. The final session focused on tracking drug effects over the lifespan, and includes three papers on research challenges for following exposed infants into childhood, patterns of growth and development in narcotic-exposed children, and the integrity of psychopathology diagnoses across the lifespan. Each session concluded with a discussion paper highlighting study findings, methodological issues, and research problems and needs. (AC)

**ED 360 041**

PS 021 405

Dougherty, Thomas M. Haith, Marshall M.

**Relations among Manual RT, Visual RT and IQ.**

Pub Date—Mar 93

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Age Differences, Cognitive Processes, \*Eye Movements, Infant Behavior, \*Infants, \*Intelligence Quotient, Motor Reactions, Perceptual Motor Coordination, Predictor Variables, Psychological Studies, \*Reaction Time, \*Young Children

As part of a study to determine whether visual and manual response systems are correlated, 26 children between 40 and 51 months of age took part in visual and manual reaction time (RT) tasks. Subjects, whose RTs had previously been tested at 3 months of age, were tested in 1 of 2 conditions. In the first condition, subjects viewed pictures only while eye movements were recorded. In the second condition, subjects pressed a left or right button depending on the location in which a picture appeared, and both eye movement RTs and manual RTs were recorded. All subjects received the RT measures first and then were administered part of the Wechsler Preschool Primary Scale of Intelligence to determine verbal, performance, and full-scale IQs. Children's RTs were compared with the RTs previously measured at 3 months to establish the stability of processing speed from infancy to early childhood. The study found a moderate correlation between manual and visual RT in early childhood, and stability in RT from infancy to early childhood. Negative correlations between manual and visual RTs and IQ, reflecting faster RTs with higher IQ, were found. Subjects were consistently slower to initiate eye movements when they were required to make a choice of which button to press than when they were not, but this effect was less striking for children with high IQ than low IQ. (AC)

**ED 360 042**

PS 021 411

Kobayashi, Keiko

**Beginning of Movement for Re-Education of Parents in Japan in the 1920's.**

Pub Date—Aug 92

Note—9p.; Paper presented at the World Congress of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992). Photographs may not copy clearly.

Pub Type—Historical Materials (060) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Education, \*Educational Change, \*Educational History, Foreign Countries, National Organizations, \*Parent Education, \*Professional Associations, Publications, \*Social Action, \*Social Change

Identifiers—\*Japan

In the late 1920s, in conjunction with a new passion for freedom and concern for human rights, two associations were formed in Japan to promote parents' education and children's welfare. In 1928, following a 2-year study of education in America, Tetsuya Kamimura started the Japan Parents' Re-education Association. The association's members included teachers, principals, physicians, scientists, and artists. The association published a 10-volume "Child Study Course" and a monthly magazine, "Itoshigo"; held meetings for mothers; and set up branches throughout Japan. The second association, Kodomo no Kyoyo, was established in 1929 by Yoshiki Takasaki and Takashi Takenami based on their belief in the importance of the education of children and parents. Kodomo no Kyoyo emphasized scientific approaches to child education, and psychologists, doctors, and scientists contributed articles to the association's journal. The religious background of the association's Christian staff influenced the association's position on child



reading and education. Kodomo no Kyoyo provided parents with a variety of learning opportunities, including short training courses, lecture and discussion meetings, and mothers' schools. Though both movements were active throughout Japan, they attracted primarily middle-class parents who were enthusiastic about their children's education. Both continued to publish until World War II. Japan's current social problems may speak to the need to promote parents' re-education once again. (AC)

ED 360 043 PS 021 425

Solomon, Daniel. And Others

**A Longitudinal Investigation of the Effects of a School Intervention Program on Children's Social Development.**

Spons Agency—William and Flora Hewlett Foundation, Palo Alto, Calif.

Pub Date—26 Mar 93

Note—26p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Early Intervention, Elementary Education, Elementary School Students, \*Ethical Instruction, Junior High Schools, Junior High School Students, Longitudinal Studies, \*Outcomes of Education, Program Effectiveness, Prosocial Behavior, Social Attitudes, \*Social Cognition, \*Social Development, Student Attitudes Identifiers—\*Child Development Project

The Child Development Project (CDP) is a school-based program designed to foster children's social, ethical, and intellectual development through activities emphasizing cooperative learning, developmental discipline, social understanding, interpersonal helping, and prosocial values. The CDP was implemented in kindergarten through fourth grade by regular classroom teachers with a cohort of students who began kindergarten in fall 1983 in three northern California elementary schools. At one of the schools, CDP continued through grade 6. Students from two CDP and two comparison schools entered the same intermediate school, where long-term effects of the program were assessed. In kindergarten and grades 2, 4, and 8, individual interviews with the CDP and comparison students were conducted to assess certain social skills, inclinations, and values. In addition, group questionnaires were administered in grades 7 and 8. Study findings indicated that the program had some sustained effects on children's social development. Conflict resolution, which had shown strong effects in earlier years, maintained this effect in the eighth grade. Two moral reasoning variables concerned with helping and responding to transgressions showed a small effect when combined across years. Self-esteem, which had not shown an effect when last assessed in elementary school, showed a quite strong effect in eighth grade. Finally, the program's effect on democratic values, which was significant in grade 4, disappeared by grade 8. (AC)

ED 360 044 PS 021 440

Kagan, Sharon L. And Others

**Family Education and Training: From Research to Practice. Implementation Plan. Report No. 14.**

Center on Families Communities, Schools and Children's Learning; Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 93

Contract—R117Q00031

Note—48p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Development, Adult Learning, Adult Vocational Education, Career Development, \*Child Care Occupations, Employment Programs, Federal Programs, \*Job Training, Literature Reviews, \*Low Income Groups, \*Mothers, \*Parent Education, Parenting Skills, Program Descriptions, Research and Development, \*Theory Practice Relationship, Welfare Services

This report provides an overview of the second year of the Family Education and Training Program, a project constructed to: (1) investigate the impact of a comprehensive child care training program on the employability of low-income mothers; and (2) assess the effect of training and support in

parenting and job readiness on parenting skills and children's cognitive and social competence. During the first year of the project, a comprehensive literature review was conducted. During the second year, the idea behind the project was converted into a field program and research design. Based on findings from the literature review, an intervention was designed, an implementation plan was developed, and a site was selected. Section I of the report introduces the project, following which section II presents key findings from the Year I literature review. In sections III, IV, and V, the report reviews existing child care training, parenting, and job readiness curricula, with the goal of laying the foundation of the curriculum to be used in the project. Section VI surveys the experiences of current and recently operating child care training programs, culling field-based lessons on program structure, population, staffing, support services, and outcomes. Section VII recounts advancements made in locating an appropriate home for the program and developing a research design for evaluating the program. Finally, section VIII explicitly describes the structure and content of the program's proposed intervention, detailing its framework, schedule, and staffing patterns. Four appendices present reference lists of child care training curricula and projects, parenting curricula, and job readiness curricula. (Contains 46 references.) (Author/AC)

ED 360 045 PS 021 450

**Chapter 1 in Ohio: Elementary and Secondary Education Act. 27th Annual Evaluation Report, Fiscal 1992.**

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Apr 93

Note—33p; For 24th through 26th Annual Evaluation Reports for Fiscal Years 1989 through 1991, see ED 319 488, ED 334 010, and ED 344 680.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Annual Reports, Child Neglect, \*Compensatory Education, Costs, Delinquency, Disabilities, Elementary Secondary Education, \*Federal Legislation, Mathematics Instruction, Migrant Youth, Parent Participation, Program Descriptions, Program Effectiveness, Reading Instruction, \*Special Needs Students, \*State Programs, Student Participation, Tables (Data), Trend Analysis

Identifiers—\*Education Consolidation Improvement Act Chapter 1, \*Ohio, Parent Advisory Councils

This report summarizes recent activities provided in Ohio through Chapter 1 of the Elementary and Secondary Education Act. Statistics for the 1991-92 school year and the summer that followed are presented, along with information on participation trends, instructional impact, expenditure and staffing patterns, parent involvement, and 5-year trends. The first section of the report explains the basic Chapter 1 services provided by Ohio's public school districts, including information on: (1) student participation; (2) instructional areas; (3) the impact of reading instruction; (4) the impact of mathematics instruction; (5) expenditure patterns; (6) staff positions; (7) inservice education; (8) parent involvement; and (9) parent advisory councils. The section concludes with a list of program successes, indicating that 619 of Ohio's 612 school districts conducted Chapter 1 programs, receiving a total of just under \$200 million in Chapter 1 funds to provide extra instruction for 146,606 educationally disadvantaged children. The next section describes special Chapter 1 services provided for the children of migratory agricultural workers and handicapped, neglected, or delinquent children being educated in state agency schools. The report concludes with a brief description of state leadership in implementing Chapter 1 and tables that provide a 5-year summary of grant awards and students served. The text is supplemented with 33 tables. (AC)

ED 360 046 PS 021 458

Camras, Linda A.

**Facial Expressions in Context: Contributions to Infant Emotion Theory.**

Pub Date—Mar 93

Note—10p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Affective Behavior, Anger, Emotional Development, \*Emotional Response, \*Facial Expressions, Fear, \*Infant Behavior, \*Infants, Naturalistic Observation, Pain

Identifiers—Emotional Distress, Emotions, \*Emotion Theory, \*Negative Affect, Sadness, Surprise

To make the point that infant emotions are more dynamic than suggested by Differential Emotions Theory, which maintains that infants show the same prototypical facial expressions for emotions as adults do, this paper explores two questions: (1) when infants experience an emotion, do they always show the corresponding prototypical facial expression?; and (2) do the facial configurations of the AFFEX coding system (described by Izard, Dougherty, and Hembree) for anger, sadness, and pain really express discrete emotions? To support the argument, the results of laboratory studies and naturalistic observations are cited. Several studies of babies' facial expressions have shown that babies do not always produce expressions of fear or surprise in situations that normally induce those emotions. The lack of situational specificity (the expression of an emotion in a situation in which the emotion is assumed to be present, and the lack of its expression in other situations) for anger, sadness, and pain found by some studies suggests that the expressions may reflect a general form of negative affect. Studies that involved observer judgments of infant facial expressions found that judgments were less accurate than expected. The report concludes that the AFFEX configurations are probably not expressions of discrete anger, sadness, and pain, and offers three possible explanations of the relationship between infants' emotion and expression: (1) infants have discrete emotions of pain, anger, and sadness and emotion-specific facial expressions, although researchers have not yet discovered what those expressions are; (2) infants show the same expressions for anger, sadness, and pain; and (3) infants do not have discrete negative emotions, but do have a less differentiated state of distress. (TJQ)

ED 360 047 PS 021 486

DeBord, Karen B. Reguero de Atilas, Julia T.

**Teacher Perception of Mixed-Age Groupings of Children.**

Pub Date—[91]

Note—22p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Check Lists, Class Organization, \*Classroom Environment, \*Day Care, Elementary Education, \*Heterogeneous Grouping, \*Multigraded Classes, Preadolescents, Preschool Education, School Age Day Care, \*Teacher Attitudes, \*Teaching Experience, Young Children Identifiers—\*Mixed Age Groups, Teacher Surveys, Virginia

This study examined the perceptions of teachers experienced in working with mixed-age groups in child care settings for children from birth through age 12. A mixed-age group was defined as one with children having at least a two-year range in age. Questionnaires were mailed to 92 licensed family child care and school-age child care providers in Virginia, with a 27 percent response rate. Teachers responded to open-ended questions regarding the benefits and disadvantages of working with mixed-age groups. Results showed that providers agreed that both older and younger children more readily learn sharing, new skills, and new roles. Older children learn patience, nurturing, family roles, and leadership; younger children more readily learn sharing, new skills, and language. Providers perceived very few adverse affects to managing a mixed-age group of children. The primary concern was with individual supervision and ability to meet children's individual needs, such as meals and toileting. A checklist is included to assist with the decision of whether to implement mixed-age groupings of young children. (MM)

ED 360 048 PS 021 494

Opuni, Kwame A. Koonce, Sharon

**Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential.**

Houston Independent School District, Tex.

Pub Date—Jan 92

Note—20p; Paper presented at the Annual Meet-

ing of the Southwest Educational Research Association (Houston, TX, January 28-30, 1992).  
Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Curriculum Design, Elementary School Curriculum, Elementary School Students, \*Heterogeneous Grouping, \*Multigraded Classes, Pilot Projects, \*Primary Education, \*Program Effectiveness, Program Evaluation  
Identifiers—Houston Independent School District TX, \*Mixed Age Groups

This study evaluated the Primary Learning Communities (PLC) program, a non-graded kindergarten through second-grade alternative curriculum piloted in three Houston, Texas, elementary schools. The curriculum allows a multi-age mixing of students with ages between five and seven years in the same classroom. Approximately 600 students and 27 teachers participated in the evaluation. PLC and non-PLC teachers were surveyed, and a random sample of PLC classrooms were visited to collect observational data. Survey data were analyzed with descriptive and qualitative procedures. Results indicated that the program's content, flexibility, and underpinning philosophy met the varied instructional needs of students through student activities which enhance each student's strengths, interests, successes, and motivation. PLC curriculum rated as more effective than the traditional curriculum in the development of math and reading skills, self-esteem, social skills, positive attitude toward school, and self-discipline. The study concluded with many recommendations proposed by the program staff for enhancing the effectiveness of the PLC program. (MM)

**ED 360 049** PS 021 503  
Masse-Raimbault, Anne-Marie  
Feeding Babies: From Breast Milk to the Family Dish.

International Children's Centre, Paris (France).  
Report No.—ISSN-0379-2269  
Pub Date—92  
Note—75p.  
Available from—International Children's Centre, Chateau de Longchamp, Boile de Boulogne, 75016 Paris, France (\$14; 6-issue annual subscription \$40).

Journal Cit—Children in the Tropics; n202-203 1992

Pub Type—Collected Works - Serials (022)  
**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—\*Breastfeeding, \*Child Health, Food, Foreign Countries, \*Infants, \*Mothers, \*Parent Child Relationship, Parent Education, Physiology  
Identifiers—Breast Milk, Food Consumption, \*Infant Feeding, Infant Formula, \*Lactation

Focusing on the issue of feeding infants, this journal covers a wide range of information, research, and issues related to breast-feeding and its alternatives for feeding infants in both developing and industrialized countries. The journal is divided into the following sections: (1) "The Epidemiology of Breast-feeding: Frequency and Duration," including discussions of the decline in breast-feeding, and types and indicators of feeding; (2) "Anatomy and Physiology of the Mammary Glands"; (3) "Lactation: Its Advantages and Consequences," including explanations of nutritional, anti-infective, and psychological advantages, and discussions of mothers' nutritional status and planned parenthood; (4) "Managing Breast-feeding," which explains the procedure for, possible difficulties with, and actions to promote breast-feeding; (5) "Artificial Feeding"; and (6) "Weaning and Diversification," which discusses the relationship between diet and child development, and foods that can supplement breast milk. Recommendations for additional reading are provided. Appendices include sample questions for use in surveys on breast-feeding indicators; a list of 10 prerequisites for successful breast-feeding; and a summary of the international code for infant feeding. (MM)

**ED 360 050** PS 021 513  
First Impressions: Governor Roy Romer's Initiative on Early Childhood. Year-End Report, July 1991 - June 1992.  
Colorado Office of the Governor, Denver.  
Pub Date—June 92  
Note—22p.

Available from—First Impressions, Governor Romer's Office, State of Colorado, 136 State Capitol, Denver, CO 80203.  
Pub Type—Reports - Descriptive (141)

R1E DEC 1993

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Community Involvement, \*Educational Legislation, \*Educational Planning, Employer Supported Day Care, Policy Formation, Preschool Children, \*Preschool Education, State Government, \*State Programs  
Identifiers—\*Colorado, \*First Impressions, Public Awareness

The First Impressions initiative was created in 1987 by Governor Roy Romer of Colorado to increase public awareness of the critical importance of the first 5 years of life, assist communities in developing effective programs for young children and their families, and influence early childhood policy and practice. In 1991-92, the priorities of First Impressions were to: (1) build community coalitions to address early childhood issues locally; (2) stimulate the development of innovative initiatives that improve the lives of young children and their families; (3) assist in developing a statewide children and families agenda; and (4) promote the concept of community investment in early childhood as an investment in the future. Activities focusing on these priorities included community forums on families and children, the creation of an Early Childhood Professional Standards Task Force, the expansion of the Parents As First Teachers program, and the exploration of options for reducing parents' travel related to child care. Other accomplishments included the expansion of Colorado's statewide system of child care resource and referral, the creation of the Colorado Business and Child Care Council to assess and promote private sector involvement in child care, and coordination of a strategic plan for Colorado's families and children. Throughout the year, Governor Romer and First Impressions' staff pursued various avenues to heighten public awareness of the issues of young children. (AC)

**ED 360 051** PS 021 514  
Dubow, Eric F. And Others  
Development and Evaluation of a School-Based Stress and Coping Curriculum.

Pub Date—Mar 93  
Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Attitude Change, \*Coping, \*Early Intervention, Elementary School Students, Grade 4, Intermediate Grades, \*Preadolescents, Problem Solving, Program Evaluation, \*Self Efficacy, \*Stress Management, Student Attitudes  
Identifiers—Childhood Experiences, \*I Can Do Program

This study evaluates the "I Can Do" program, a 13-session preventive intervention curriculum designed to teach children methods of coping with five stressful events or experiences (parental separation or divorce; loss of a loved one; spending time in self-care; move to a new home or school; and feeling ethnically, socially, or intellectually different). The program also taught children how to help peers cope with the same experiences. Targeted coping skills included the use of social support and social problem-solving skills. Subjects were 92 fourth-graders who were assigned to the Immediate Intervention Group (participating in the fall semester) and the Delayed Intervention Group (participating in the following spring semester). Subjects completed several measures before and after their participation in the program, including a fact and attitudes measure, a self-efficacy measure, and a problem-solving measure. Results showed significant immediate or delayed effects on improvement in children's self-efficacy for coping with stressors. (MM)

**ED 360 052** PS 021 522  
Broberg, Anders G. And Others  
Effects of Day Care on Elementary School Performance and Adjustment.

Pub Date—Mar 93  
Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Academic Achievement, Comparative Analysis, \*Day Care, Day Care Centers, \*Day Care Effects, Elementary School Students, Family Day Care, \*Family Environment, Foreign

Countries, Longitudinal Studies, Primary Education, \*Student Adjustment, Student Behavior, Verbal Ability, \*Young Children  
Identifiers—Home Child Care, Sweden

This longitudinal study examined the experiences of out-of-home preschool child care to performance and adjustment in elementary school. Subjects were 145 children in Göteborg, Sweden, who were on average 16 months of age when they were enrolled in this study. Within 4 weeks of enrollment in the study, 54 children began center-based day care, 36 began family-based day care, and 55 remained in the care of their parents. Children's verbal abilities were assessed using the Griffiths developmental scale, and Caldwell's home inventory for measurement of the environment (HOME) was completed when children were 40 months old. Home and school visits were conducted again prior to enrollment in elementary school and in second grade. Objective tests of intellectual performance were administered, maternal and teacher ratings of children's adjustment were collected, and the HOME inventory was completed again. Results revealed no significant differences between children with different child care histories. Intellectual performance and ratings of adjustment were instead related to earlier measures of cognitive abilities, HOME inventory scores, and gender. (MM)

**ED 360 053** PS 021 523  
Kerr, M. Kaye  
Background Factors Predicting Teacher Ratings of Children's School Performance.

Pub Date—Jul 91  
Note—17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (Minneapolis, MN, July 3-7, 1991).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Cultural Background, Elementary Education, Elementary School Students, Family Environment, Foreign Countries, \*Preadolescents, Sex Differences, \*Socioeconomic Background, \*Student Evaluation, \*Teacher Attitudes, \*Teacher Expectations of Students, Teacher Response, Teacher Student Relationship  
Identifiers—Classroom Adjustment Rating Scale, England (London)

This study examined background factors in children that influence teachers' ratings on the Classroom Adjustment Rating Scale (CARS). Sixteen classrooms in five schools were selected to include a range of socio-economic and cultural groupings from Inner London, England Primary Schools. Teachers used the CARS and an additional short scale of overall adjustment to rate 190 children, ranging from 8 to 12 years of age. The information collected about the children and their families included age, birth order, family size, parental occupation, mother tongue, language, number of schools attended and number of residence changes. Separate analyses for English and non-English mother tongue groups indicated that social ethos and gender contributed to a significant percent of the variability in total teacher rating for both groups. Analysis suggested that teachers' ratings of children are influenced by the children's social and family situation. Gender also had a significant impact on the teacher rating process. Females overall were rated more positively than males on school-related adjustment behavior. Overall, children who came from families with higher status occupations, who had families which provided child-centered reasons for school absences and provided relative consistency of communication with the child and school, were rated more positively than children with less favorable environments. (Author/MM)

**ED 360 054** PS 021 524  
Kerr, M. Kaye  
Assessment of School Maladjustment.

Pub Date—Apr 91  
Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (58th, Seattle, WA, April 18-21, 1991).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Academic Achievement, \*Achievement Tests, \*Behavior Rating Scales, Elementary Education, \*Elementary School Students, Evaluation Methods, Foreign Countries, \*Student Adjustment, Student Behavior, \*Student Evaluation  
Identifiers—England (London), Teacher Rating of

## Student Characteristics

This study compared the relative frequency of the identification of students as maladjusted to school by standardized achievement tests and by teacher ratings. Subjects were 290 primary school children between 8 and 12 years of age from London, England. Children's achievement was assessed using the mathematics, maps, and reading subscales of the Richmond Tests of Basic Skills (RTBS). Teacher ratings of children's adjustment to school were obtained through a revision of the Classroom Adjustment Rating Scale (CARS). The revised CARS included subscales for aggression, withdrawal, academic performance, sensitivity, dependency, and physical problems, and an overall adjustment scale. Analysis revealed that a greater number of children were classified as deviant by the achievement tests than by the revised CARS. The subscale ratings of the teachers were so highly intercorrelated that important issues concerning the practical usefulness of teacher ratings are raised. (MM)

ED 360 055 PS 021 526

Rajoth, Mary Ann And Others

## Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series.

National Education Association, Washington, D.C. Pub Date—93

Note—154p.

Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3048-6-00).

Pub Type—Books (010) — Guides - Non-Classroom (055)

## EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Elementary School Students, \*Elementary Secondary Education, \*Learning, \*Learning Processes, \*Learning Strategies, \*Learning Theories, \*Memory, \*Metacognition, \*Mnemonics, \*Notetaking, \*Secondary School Students, \*Study Habits, \*Study Skills

This seven chapter book offers guidance to elementary and secondary teachers on how to help students develop strategic study skills. Chapter 1 summarizes current knowledge about information-processing theory, the teacher's role in facilitating learning, and the necessity for changes in instructional techniques across grade levels. Chapter 2 outlines the research on memory development and on the developmental nature of memory monitoring and knowledge about study skills. Two methods of teaching study skills, the detached strategy training approach and the embedded strategies approach, are compared in chapter 3. Chapter 4 focuses on kindergarten and first grade students and suggests specific methods classroom teachers can use to promote the development of effective memory and study skills in this age group. Chapter 5 outlines relevant changes in children's memory strategies during elementary school and presents information and strategy suggestions related to specific content areas. Chapter 6 describes children's strategic development during the middle grades and offers suggestions for helping middle grade students develop both general and curriculum-related study skills. Addressing the specific study-skill needs of secondary students, the concluding chapter discusses systems designed to aid studying and memory skills, including aids for enhancing note taking, reading comprehension, and test preparation. References are included at the end of each chapter. (TJQ)

ED 360 056 PS 021 530

Squibb, Betty

## Opening Doors: Maine's Early Childhood Demonstration Sites.

Maine State Dept. of Education, Augusta.

Pub Date—May 93

Note—40p.

Pub Type—Reports - Evaluative (142)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Demonstration Programs, \*Inservice Teacher Education, \*Parent Participation, \*Preschool Children, \*Preschool Education, \*Program Design, \*Program Effectiveness, \*Program Evaluation, \*School Readiness

Identifiers—\*Developmentally Appropriate Programs, Maine

This summary report describes Maine's early childhood demonstration sites—three model programs within the schools which serve as demonstration and training sites for public school and preschool educators and which increase access to

quality programs for four-year-old children and their families. Demonstration sites were designed to provide an individualized, child-centered curriculum, regional training opportunities for early childhood educators, and parental education programs. The first section of the report provides background information, providing national and state contexts as well as brief descriptions of Head Start and other child development services in Maine. The next section describes the demonstration sites project in detail, including site selection, training of site personnel, and community resource teams. An evaluation study is presented in the third section, and the findings of that study are outlined in the fourth section of the report. The report concludes with a discussion of the implications for other state efforts in early childhood education. (MM)

ED 360 057 PS 021 531

Isa, Jean M. Thornburg, Kathy R.

## Continuity between Parents and Family Child Care Providers: Does It Matter?

Pub Date—Mar 93

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Child Behavior, \*Child Caregivers, \*Child Development, \*Child Rearing, \*Early Childhood Education, \*Family Day Care, \*Parent Attitudes, \*Parent Child Relationship, \*Predictor Variables, \*Young Children

Identifiers—\*Caregiver Attitudes, \*Caregiver Behavior, \*Caregiver Child Relationship, \*Continuity

This study investigated associations between young children's behavior and the continuity of parent and provider behavior and attitudes. Subjects were 3- and 4-year-old children, their parents, and their family child care providers. A total of 29 children were observed in their homes with their parents and in the family child care homes with their providers. Observations of parents and providers focused on their active engagement with the children, warmth or approval, and disciplinary styles. Parents' and providers' child-rearing attitudes were measured using Strom's Parent as a Teacher Inventory. Hierarchical regressions were used to determine whether parent and provider differences remained significant predictors of child behavior after controlling for the quality of care. Results indicated that most of the child behaviors could not be predicted from parent and provider continuity. While parent and provider continuity significantly contributed to the prediction of some child behaviors, even in these cases it accounted for only a small percentage of the explained variance. Continuity of adult approval seemed to be more important than continuity in active engagement or continuity in the use of positive discipline techniques. (MM)

ED 360 058 PS 021 532

Kennard, Linda, Ed. Taylor, Mary, Ed.

## Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993.

Louisiana State Dept. of Education, Baton Rouge.

Bureau of Chapter 1.

Pub Date—31 Mar 93

Note—88p.

Available from—Bureau of Chapter 1, Louisiana Department of Education, 654 Main Street, Baton Rouge, LA 70801.

Pub Type—Guides - Non-Classroom (055)

## EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*After School Programs, \*Certification, \*Curriculum Design, \*Early Childhood Education, \*Grade Repetition, \*Heterogeneous Grouping, \*Parent Participation, \*School Readiness, \*Staff Development, \*Student Evaluation

Identifiers—\*Developmentally Appropriate Programs, \*Educational Issues, \*Louisiana

Issue papers that focus on improving and expanding quality early childhood services in Louisiana are presented in this report. Each paper includes a description of current practice, several questions and answers concerning the issue, and a list of recommendations and strategies. Following an executive summary and introduction (which includes a table listing current early childhood services in Louisiana), the papers are divided into two general categories: educational issues and organizational issues. Papers on educational issues address the following topics: assessment; readiness; developmentally appropriate curriculum; retention and extra-year programs; heterogeneous grouping; continuity and coordination between early childhood providers; and working with parents. Organizational issues covered include: approval and licensing of programs; approval and certification of early childhood providers; staff development opportunities and requirements; and before- and after-school child care. Contains a list of 119 resources and references. (MM)

appropriate curriculum; retention and extra-year programs; heterogeneous grouping; continuity and coordination between early childhood providers; and working with parents. Organizational issues covered include: approval and licensing of programs; approval and certification of early childhood providers; staff development opportunities and requirements; and before- and after-school child care. Contains a list of 119 resources and references. (MM)

ED 360 059 PS 021 533

Barbour, Nita H. Seefeldt, Carol

## Developmental Continuity across Preschool and Primary Grades. Implications for Teachers.

Association for Childhood Education International, Wheaton, MD.

Report No.—ISBN-0-87173-128-2

Pub Date—93

Note—97p.

Available from—ACEI Publications, 11501 Georgia Avenue, Suite 315, Wheaton, MD 20902 (\$15; \$12 to ACEI members. Maryland residents add 5% sales tax. Foreign orders, including Canadian, add \$2).

Pub Type—Guides - Non-Classroom (055)

## EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Cognitive Style, \*Curriculum Development, \*Developmental Continuity, \*Developmental Programs, \*Developmental Stages, \*Early Childhood Education, \*Elementary School Students, \*Elementary School Teachers, \*Grouping (Instructional Purposes), \*Instructional Development, \*Instructional Improvement, \*Parent School Relationship, \*Preschool Children, \*Preschool Teachers, \*School Community Relationship, \*Student Evaluation

Identifiers—\*Developmentally Appropriate Programs, \*Flexible Learning

Developmental continuity refers to designing early childhood instruction that provides learning experiences based on children's prior knowledge, follows a natural progression across preschool and the early grades, and allows progress at each child's rate and style of learning. There are many ways of providing developmental continuity, but common to all is the idea that teachers, parents, and administrators work together to provide a continuum of developmentally appropriate educational experiences for children. This book is a resource for teachers who wish to put developmental continuity into practice in their classrooms. The book is organized in six chapters. Chapter 1 discusses the meaning and history of developmental continuity and associated problems and concerns. Chapter 2 serves as a planning guide and highlights some projects already in place. Necessary changes in school and classroom organization, the importance of coordination of schools with preschools, and communication with parents and the community are examined in chapter 3. Chapter 4 covers the creation of meaningful curriculum for developmental continuity, and chapter 5 offers suggestions for structuring the physical, social, emotional, and intellectual environment in which the curriculum will be implemented. Finally, chapter 6 examines evaluation issues and discusses methods for documenting children's progress and achievement. Contains 80 references. (TJQ)

ED 360 060 PS 021 535

Lambert, Beverly, Ed.

## Changing Faces: The Early Childhood Profession in Australia.

Australian Early Childhood Association, Inc., Watson.

Report No.—ISBN-1-86323-029-7

Pub Date—92

Note—193p.

Available from—Australian Early Childhood Association, Inc., P.O. Box 105, Watson, Australian Capital Territory 2602, Australia (\$29.95, Australian).

Pub Type—Books (010) — Collected Works - General (020)

## EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Adolescents, \*Children, \*Curriculum Development, \*Early Childhood Education, \*Educational Methods, \*Educational Theories, \*Foreign Countries, \*Teacher Education, \*Teacher Role

Identifiers—\*Australia

This collection of 14 essays addresses the changes and challenges that the early childhood education profession in Australia has faced in recent years, and covers a wide range of important issues of particular relevance to the preparation of early child-



hood professionals. The essays are: (1) "The Changing Ecology of Australian Childhood" (Don Edgar); (2) "Chasing Ideologies in Early Childhood: The Past Is Still before Us" (Andrea Petrie)—an analysis of the dominant ideologies in the field of early childhood education; (3) "Practice and Professionalism: A Positive Ethos for Early Childhood" (Jocelyne Scott); (4) "Accreditation: A Right for All Australia's Young Children or a Waste of Time and Money" (June Wangmann); (5) "Ideological Manoeuvring in Early Childhood Education" (David Battersby and Barbara Sparrow); (6) "Challenging Changes in Child Care Training" (Judith Bissland); (7) "Research in Early Childhood Education: Essential for the Profession" (Marjory Ebbeck); (8) "How Can Early Childhood Services Cater for the Needs of Aboriginal Communities?" (Isabelle Proctor); (9) "Men in Early Childhood Services: Why? Why Not?" (Margaret Clyde); (10) "Field Experience in Early Childhood Tertiary Courses: Making or Breaking a Professional Image?" (Beverley Lambert); (11) "Practical Curriculum Theory: Describing, Informing, and Improving Early Childhood Practices" (Gail Halliwell); (12) "From Piaget to Vygotsky: Moving into a New Era of Early Childhood Education" (Marilyn Fler); (13) "Early Childhood Grows Up" (Anne Stonehouse)—a look at key challenges to the field of early childhood education as a manifestation of the progression of the field; and (14) "Dilemmas in Early Childhood Teacher Education: An American Perspective" (Lilian Katz). (MDM)

**ED 360 061**

Gifford, Jean

PS 021 536

**A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16.**

National Board of Employment, Education, and Training, Canberra (Australia). Schools Council. Report No.—ISBN 0-644-24923-4

Pub Date—May 92

Note—69p.; An abridged and edited version of an earlier AECA working/discussion paper, see PS 021 551.

Available from—Commonwealth Information Services, Australian Government Publishing Service, GPO Box 84, Canberra, Australian Capital Territory, 2601, Australia (Catalog No. 92-1805).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, \*Curriculum Development, \*Elementary School Students, \*Elementary School Teachers, Foreign Countries, Inservice Teacher Education, \*Parent School Relationship, \*Preservice Teacher Education, \*Primary Education, School Community Relationship. Identifiers—\*Australia

As Australia recognized the need for a better educated and highly trained workforce, national attention focused on secondary and post-secondary education and vocational training, with an emphasis on the acquisition of basic, entry level work skills. Because the foundations for success at this level are laid at an early age, however, the Schools Council sought to address issues of importance to the crucial beginning years of education with a project called *The Compulsory Years of Schooling*. This report elaborates on some of the issues relevant to the early childhood years in schools. The paper asserts that children five to eight years of age need educational programs that have been specifically designed for them and teachers who have been trained to work with young children. Although the style of teaching throughout primary school is gradually changing, teachers are encouraged to adopt developmentally appropriate practice with their youngest children. The report also proposes that early childhood teacher training should be largely separate from the discipline-oriented primary and secondary teacher education courses, and offer narrower specialization within the early childhood range. Improvement in early childhood education also depends upon the ability of the early childhood field as a whole to find its voice and advocate for good practice in all early childhood programs. Contains approximately 95 references. (TJQ)

**ED 360 062**

Lawler-Prince, Dianne. Grymes, Joanna M. Public School Kindergartners: Isolates, Low Self-Concept, and Family Status.

Pub Date—[90]

Note—11p.

Pub Type—Reports - Research (143)

RIE DEC 1993

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Family Influence, Family Status, \*Family Structure, Kindergarten, \*Kindergarten Children, \*Peer Relationship, \*Popularity, Primary Education, Public Schools, \*Self Concept, \*Young Children

Identifiers—\*Sociometric Status

This study examined the relationship among peer status, family status, and self-concept of 184 kindergarten children from 10 classes in a mid-sized mid-south city. Self-concept data was collected using the Woolner Preschool Self-Concept Picture Test, and popularity data was collected using a peer-nomination procedure. Teachers provided information on family structure, with four structures identified for the study: child residing with both parents; child residing with one birth parent; child residing with one birth parent and one step-parent; and other types. Analysis showed that all four family types were found within the sample, although more than half of the children lived with both birth parents. No differences were found in self-concept score by sex, nor were there differences in peer popularity by sex. Informal analysis revealed no relationship between low self-concept and isolate peer status, and no relationship between children of divorced parents and isolate status. (MM)

**ED 360 063**

Neapolitan, D. M.

PS 021 546

**An Analysis of the Formal Features of "Reality-Based" Television Programs.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Mar 93

Note—36p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Broadcast Journalism, \*Broadcast Television, \*Content Analysis, Documentaries, \*Programming (Broadcast), Television Research. Identifiers—Feature Analysis, \*Perceived Reality, \*Reality Based Television Programs, Television News

Reality-based television programs showcase actual footage or recreate actual events, and include programs such as "America's Most Wanted" and "Rescue 911." To identify the features that typify reality-based television programs, this study conducted an analysis of formal features used in reality-based programs. Formal features are defined as specific production techniques that are independent of content, message, or story. These features include cuts, dissolves, fades, zooms, voice characterizations, sound effects, and music. Samples of programming broadcast by the ABC, NBC, CBS, and Fox networks were collected for analysis. Programs were classified into six categories: (1) humorous reality; (2) serious reality; (3) serious re-enactment; (4) humorous fictional, or situation comedies; (5) serious fictional, or dramas; and (6) factual, or primetime news. Based on Nielsen ratings for March and May of 1992, the three top rated programs from each of the six categories were selected, and one example of each program was videotaped. Two 5-minute segments from each program were selected for coding, and trained coders analyzed formal features of these segments. Analysis revealed that serious re-enactment and serious reality programs were similar to primetime news programs in terms of their formal features, and trained coders had difficulty in accurately distinguishing these two categories of reality-based programs from news programs. (MM)

**ED 360 064**

Gifford, Jean. Cahir, Pam

PS 021 549

**Child Care Funding Re-Assessed: Operational Subsidies, Fee Relief and Taxation Issues.**

Australian Early Childhood Association, Inc., Watson's National Association of Community Based Children's Services, Canberra (Australia).

Pub Date—Mar 92

Note—68p.

Available from—Australian Early Childhood Association, Inc., P.O. Box 105, Watson, Australian Capital Territory 2602, Australia (\$15 Australian).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Day Care, Day Care Centers, Early Childhood Education, \*Federal Aid, Foreign Countries, \*Operating Expenses, Quality Control,

\*Resource Allocation, Taxes

Identifiers—\*Australia, Child Care Costs, Child Care Needs, \*Government Subsidies, Services for Families with Child Prog (Australia), Special Needs Children

This paper examines issues raised in an earlier paper prepared by the Australian government, viewed from the perspective of the children's services field. The government paper discussed fee relief and operational subsidies, and suggested five possible funding packages. Part 1 of the paper considers operational subsidies in child care. This part outlines the history of the use of operational subsidies, and of funding provisions of the Child Care Act and within the Services for Families with Children Program (SFCP); reviews proposed changes to child care funding policies; and examines likely consequences of the proposed changes. Parts 2 through 7 discuss: (1) funding of services for children with special needs; (2) fee relief; (3) child care not related to parents' work situation; (4) tax issues; (5) reforming SFCP; and (6) recommendations on child care by the National Association of Community Based Children's Services and the Australian Early Childhood Association. Descriptions of available operational subsidies and fee relief are attached. (MM)

**ED 360 065**

Gifford, Jean

PS 021 551

**Early Childhood in Australian Schools: Future**

Directions. A Discussion Paper Commissioned by the Schools Council. AECA Working Paper. Australian Early Childhood Association, Inc., Watson.

Spons Agency—National Board of Employment, Education, and Training, Canberra (Australia). Schools Council.

Pub Date—[Oct 92]

Note—89p.; "This paper formed the basis for the commissioned paper 'A Stitch in Time,'" see PS 021 536.

Available from—Australian Early Childhood Association, Inc., P.O. Box 105, Watson, Australian Capital Territory 2602, Australia (\$15 Australian).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Accreditation (Institutions), \*Child Development, Early Intervention, \*Educational Policy, \*Elementary School Students, Foreign Countries, Parent Participation, \*Primary Education, Professional Development, School Business Relationship, School Community Relationship, School Readiness, Standardized Tests, Teacher Education

Identifiers—Australia, \*Developmentally Appropriate Programs, Transition to School

This document responds to issues raised in a Schools Council discussion paper analyzing the first years of schooling in Australia. The document is divided into nine chapters covering the following topics: (1) the national and historical context in which early childhood programs currently operate; (2) conditions that foster teachers' ability to work effectively with 5- to 8-year-old children in the schools, such as knowledge of children's characteristics, the use of developmentally appropriate practices, and appropriate staffing levels and class sizes; (3) school entry and transition issues; (4) parents and the community; (5) the accountability of school programs and school-based evaluation; (6) the role of schools in the context of social issues; (7) appropriate preparation for teachers working with 5- to 8-year-old children in schools; (8) methods of inducting teachers into the workplace, inservice training, and wider concerns of the child care industry; and (9) implications of the issues raised in this paper for education systems. A reference list of more than 130 items, a glossary of early childhood terms, and a brief description of early childhood systems in each Australian state are included. (MM)

**ED 360 066**

Clyde, Margaret

PS 021 552

**Child Care-Who Needs It?**

Pub Date—Jul 91

Note—15p.; Paper presented at the SPRC National Social Policy Conference (Kensington, Australia, July 3-5, 1991).

Pub Type—Books (010) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Child Caregivers, Childhood Needs, \*Community Attitudes, \*Day Care, Early Childhood Education, \*Educational Philosophy, \*Educational Policy, Federal Aid, Foreign Countries,

**\*Teacher Education**  
**Identifiers—**\*Australia, Government Subsidies, Professionalism

"Child care" is a phrase which has become inextricably linked with the political, economic, and social policies of Australian society. Antagonists and protagonists of child care have put forth arguments against and for child care, respectively, over the past two decades. Supporters of child care have variously viewed child care as a needs-based welfare service, as an integral part of a systemic approach to family support, and as a children's service. The government has attempted to support child care by providing fee relief subsidies to users of commercial child care. As a result, users of commercial child care are entitled to more fee relief than users of community-based centers, and fees have increased in the private sector. Attempts have been made to address issues of award restructuring, accreditation of services and personnel, and work-related child care. Policies that have involved recognition of prior learning and reorganization of existing courses into modules have sought to address problems in the training of child care workers. A further important but complicating factor in attempts to improve the education of child care workers is the need to rationalize the two opposing viewpoints of child care as a profession and as an industry. Contains 26 references. (MM)

**ED 360 067** PS 021 553

*Clyde, Margaret Ebbeck Marjory*  
**The Neophyte Early Childhood Teacher.**  
 Pub Date—[90]

Note—22p

Pub Type—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—**\*Beginning Teachers, \*Child Caregivers, Day Care, \*Early Childhood Education, Elementary School Teachers, Foreign Countries, \*Job Satisfaction, Preschool Teachers, Questionnaires, Teacher Administrator Relationship, \*Teacher Attitudes

**Identifiers—**Australia, \*Caregiver Attitudes, \*Teacher Problems, Teacher Surveys  
 This study examined the needs of beginning early childhood teachers in their first year of work in primary schools, kindergartens, or child care centers in Australia. The study surveyed teachers in 1988, 1989, and 1990; this paper discusses the results from the 1990 survey. Subjects were 31 teachers who responded to a questionnaire that concerned their perceptions of professional life. Teachers were also administered Fuller's Teacher Concerns Survey, which consists of an open-ended question about teachers' professional concerns. The questionnaire yielded responses which indicated that beginning teachers had a positive attitude toward their jobs, the children they taught, and their colleagues. Responses to the Teacher Concerns Survey indicated that the majority of respondents wanted to do their best, but above all, to survive in their jobs. (MM)

**ED 360 068** PS 021 554

*Clyde, Margaret*  
**The Transition from Child Care to School.**  
 Pub Date—Jan 91

Note—12p; Paper presented at the First Years of School Conference (Auckland, New Zealand, January 15-18, 1991).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—**\*Child Behavior, Child Rearing, Classroom Environment, \*Day Care, \*Early Childhood Education, Foreign Countries, \*Preschool Children, School Readiness, \*Student Adjustment, \*Teacher Attitudes, Teacher Behavior

**Identifiers—**Australia, New Zealand, \*Transition to School  
 Child care in New Zealand and Australia has become a crucial part of the child-rearing system, and most preschool children spend a prolonged period in at least one away-from-home environment for a substantial part of the day. Because so many preschool children are exposed to a child care environment before entering school, the transition from child care to primary school is interesting to consider. In numerous studies teachers report that day care graduates are more aggressive in their first year of school than home-reared children. However, teachers often fail to discriminate between assertive and aggressive behavior, and this distinction for child care graduates is important. Children in child care tend to have infrequent contact and short inter-

actions with caregivers, causing them to be more skilled in areas of social competence, including assertion skills. Child care graduates may also experience more anxiety when interacting with strange adults than with strange peers, and some teachers may misinterpret this anxiety as communicative incompetence. For a smooth transition from child care to school, beginning grades need to provide a child-centered environment and beginning grades teachers need to ensure that children are offered adult interaction which stimulates an atmosphere of cooperation, coordination, and continuity. Contains 25 references. (MM)

**ED 360 069** PS 021 565

*Boyes, Michael And Others*  
**Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind.**

Pub Date—Mar 93

Note—12p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—**\*Child Development, \*Cognitive Development, Cognitive Processes, Foreign Countries, \*Interpersonal Competence, Peer Relationship, \*Preschool Children, Preschool Education, \*Social Cognition

**Identifiers—**Alberta (Calgary), False Beliefs, Internalization, \*Intersubjectivity, Theory of Mind, \*Vygotsky (Lev S), Zone of Proximal Development  
 Some studies of young children's understanding of false belief have generated controversy, even to the extent that others' failure to replicate these studies was viewed as problematic. A Vygotskian perspective on internalization enables researchers to reverse the classic developmental competence-performance distinction, and to argue that the current concern with criteria for competence in terms of a functional theory of mind might be replaced with a concern with those aspects of such tasks that make "successful" performances possible. An acknowledgment of the essential nature of intersubjectivity is a necessary prerequisite to sorting out this theoretical and empirical debate. To support these views, this paper reports a study of preschool children that examined whether structuring false belief tasks to provide opportunities for genuine social interaction would provide evidence of the earlier interpersonal roots of a theory of mind. Results support the Vygotskian claim that children may give evidence of an ability to operate under a more sophisticated theory of mind when they are engaged in social interaction with a more competent peer than when they are tested alone in a traditional false belief task. (MM)

**ED 360 070** PS 021 566

*Legault, Frederic*  
**Gender Differences in the Perceptions of Affiliative Networks in Primary School.**

Pub Date—28 Mar 93

Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—**\*Age Differences, Comparative Analysis, Elementary Education, \*Elementary School Students, \*Peer Groups, \*Peer Relationship, Self Concept, Sex Bias, \*Sex Differences, \*Social Networks, Sociometric Techniques

**Identifiers—**\*Sociometric Status  
 This study explored the development of children's representations of the affiliative structure of their peer group during primary school. Subjects were 467 boys and girls in first through sixth grade, who were assessed using a standard sociometric procedure and asked to give their perception of the existing networks in their peer group. Variance analysis was conducted by gender and grade level. Results showed that across all age levels, both girls and boys perceived themselves to be mainly affiliated with individuals of their own gender and that this pattern increased as a function of grade level. Exhaustivity and accuracy of the perceptions do improve with age, girls surpassing boys. In addition, both sexes appeared to show a better perception of the peer networks of their own gender, yet this pattern fluctuated with age. Results are discussed in light of current research on gender segregation, gender differences, and cognitive processes involved in social categorization. (Author/MM)

uated with age. Results are discussed in light of current research on gender segregation, gender differences, and cognitive processes involved in social categorization. (Author/MM)

**ED 360 071** PS 021 567

*Levy, Gary D. Katz, Phyllis A.*  
**Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings.**

Spons Agency—Toledo Univ., Ohio.

Pub Date—Mar 93

Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—**Blacks, Black Stereotypes, \*Childhood Attitudes, \*Cognitive Development, Comparative Analysis, Peer Relationship, \*Preschool Children, Preschool Education, \*Racial Attitudes, Racial Bias, Racial Differences, Recall (Psychology), \*Schemata (Cognition), Whites

**Identifiers—**African Americans, \*Racial Preference  
 This study applied a schema-based, social information processing model to examine the development of social cognitive aspects of preschoolers' racial stereotyping and stereotype beliefs (i.e., preschoolers' race schemas). The study examined developmental and individual differences in preschoolers' race schematization (salience of the race dimension in social information processing), same-race and other-race preferences, and memory for racially stereotyped portrayals. Subjects were 27 African American and 38 white preschoolers between 3 and 6 years of age, who participated in 2 interviews. Children's recognition memories for 12 racially stereotyped depictions were assessed. In a separate session, children indicated their peer preferences regarding a series of 28 pairs portraying competing pictures of same-sex African American and white children. Children's response latencies in the peer preference task were used as a measure of race schematization. Results indicated significant differences across several aspects of preschoolers' race schemas. Younger children, white children, and children rated high in race schematization demonstrated significantly greater same-race peer preferences than older children, African American children, and children rated low in race schematization. African American children showed significantly better memories than white children for racial schema-consistent depictions. Results support the application of schema-based social cognitive approaches to examinations of the development of children's racial stereotyping and stereotype beliefs. (MM)

**ED 360 072** PS 021 569

*Sletta, Olav Sobstad, Frode*  
**Social Competence and Humor in Preschool and School-Aged Children.**

Pub Date—Mar 93

Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price—MF01/PC01 Plus Postage.**

**Descriptors—**\*Age Differences, Elementary Education, \*Elementary School Students, Foreign Countries, \*Humor, Interpersonal Competence, Kindergarten, \*Kindergarten Children, \*Peer Acceptance, Peer Relationship, Predictor Variables, Preschool Education, Self Concept, \*Student Behavior

**Identifiers—**Norway, Self Report Measures

This study examined relations between children's humor, behavioral characteristics, acceptance by peers in kindergarten and primary school, and self-perceptions. Subjects were 35 kindergarten, 88 fourth grade, and 95 eighth grade Norwegian children. For all students, assessments included sociometric ratings of classmates, teacher assessments of children's behavioral characteristics, and children's assessments of their own social behavior. Eighth graders also completed a peer assessment measure. Analysis indicated that kindergarten children's humor as assessed by their teachers was not consistently related to peer acceptance or rejection, or to self-perceived humor and behavior. For school-age children, the study used a theoretical model to ana-

lyze predictive relations between humor, behavioral characteristics, acceptance by peers, and self-perceptions of humor. For eighth graders, humor was found to be predictive of self-perceptions of humor; and humor as assessed by peers predicted peer acceptance. Self-perceptions of social competence were related to students' perceptions of their own humor. For fourth graders, no direct links from humor were found, but self-perception of humor still affected perceived social competence. (MM)

**ED 360 073** PS 021 579

Eberly, Mary B. And Others

**Variations of Parent and Adolescent Emotional Expression: Differences by Pubertal Status, Gender, and Conversation.**

Pub Date—Mar 93

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescent Development, \*Adolescents, Affective Behavior, \*Age Differences, \*Discourse Analysis, Elementary School Students, Intermediate Grades, Interpersonal Communication, \*Parent Child Relationship, \*Preadolescents, Secondary Education, Secondary School Students, Sex Differences

Identifiers—\*Conversation, \*Emotional Expression, Negative Affect, Positive Affect

This study examined the effects of adolescent pubertal status, adolescent gender, parent gender, and conversation topic on parent and adolescent affective expression. Subjects were 85 adolescents in fifth through ninth grade who participated in 2 separate 8-minute conversations, one pleasant and one unpleasant, with their mother and father separately. Results showed that in general, less positive and more negative affect was expressed during late puberty than during early- or mid-puberty. Father-adolescent interactions were more neutral than mother-adolescent interactions. Pleasant conversations were more neutral, and contained more positive and less negative affect, than unpleasant conversations. Results are discussed in terms of the distancing hypothesis, dyadic differences in relationships, and situational influences. (Author/MM)

**ED 360 074** PS 021 589

Cook-Gumperz, Jenny. Scales, Barbara

**Girls, Boys and People: Gender and the Discourse of the Nursery School.**

Pub Date—Mar 93

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Philosophy, \*Hidden Curriculum, \*Ideology, \*Preschool Children, Preschool Education, \*Sex Differences, \*Sexual Identity, \*Socialization

It is maintained in this paper that, though rarely acknowledged, gender neutrality operates as an official curricular ideology, and thus the organizational force of gender in school settings is often hidden in unnoticed interactional and discourse practices. To examine this phenomenon, the play activities of 4- and 5-year-old girls and boys in an ethnically mixed preschool were analyzed from videotapes, and interviews with the children on their understanding of gender identity and their social representations of gender were conducted. Based on the results of these analyses and interviews, a case is made that preschool teachers, and adults in general, fail to notice the children's own ideas on the role of gender during play. In support of this assertion, a number of vignettes are presented. Developmentally based nursery programs encourage children to initiate their own play and be self-directed in their learning in a rich and stimulating, albeit gender-neutral, environment. But because the child's need to use gender as a category in the realization of a personal self do not match the ideological world view of the adults, they may be ignored or left unaddressed in the gender-neutral classroom. Contains 14 references. (MDM)

**ED 360 075** PS 021 593

Kojima, Hideo. Miyakawa, Juji

**Social Support and School Adjustment in Japanese**

RIE DEC 1993

**Elementary School Children.**

Pub Date—Mar 93

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, \*Elementary School Students, Elementary School Teachers, Foreign Countries, Grade 5, Grade 6, Intermediate Grades, \*Parent Student Relationship, \*Peer Relationship, Self Esteem, \*Sex Differences, Social Isolation, \*Social Support Groups, Student Adjustment, \*Teacher Student Relationship

Identifiers—\*Japan

This poster presentation examined the structure of Japanese elementary school children's social support systems to demonstrate how they are related to: (1) academic achievement; (2) teacher evaluations; and (3) the children's own sense of self-esteem. A total of 91 fifth and sixth graders, along with their teachers, were interviewed and surveyed. Data on the children's intelligence test scores, grade point averages, teacher ratings, and attendance records were obtained. Results indicated that peers and close family members were the main providers of social support, while the support provided by teachers and relatives was limited. Boys with low support from their fathers generally had low levels of self-esteem, high levels of feelings of isolation in the classroom, and ranked low in academic achievement and teacher's ratings. For girls, low support from their fathers was correlated with feelings of isolation, while low support from their mothers was correlated with low teacher ratings. Peer support within the classroom tended to be almost entirely gender-exclusive, while grade point averages and teacher ratings were positively correlated with children's self-esteem. These results point to the need for more investigation into children's social support networks and the negative influence of the lack of paternal support. (MDM)

**ED 360 076** PS 021 601

Tibbles, April. And Others

**National Middle School Association (NMSA)**

**NCATE-Approved Curriculum Guidelines.**

National Middle School Association, Columbus, OH.

Pub Date—91

Note—46p.

Available from—National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229-6292 (single copy free to institutions; \$5 each, plus shipping and handling to individuals).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Accreditation (Institutions), \*Curriculum Development, Educational Improvement, Elementary School Teachers, Evaluation Criteria, Guidelines, Higher Education, Intermediate Grades, Junior High Schools, Matrices, Middle Schools, \*Minimum Competencies, Secondary School Teachers, \*Teacher Education, \*Teacher Education Curriculum, Teacher Qualifications

Identifiers—\*National Middle School Association

Prepared by the National Middle School Association (NMSA) and approved by the National Council for Accreditation of Teacher Education (NCATE), this handbook presents curriculum guidelines and worksheets for undergraduate and graduate teacher preparation programs focusing on grades 5 through 9. Specifically, the guidelines are designed to assist in the preparation of curriculum folios as part of the accreditation process and to aid in the development or revision of middle-level programs. Following introductory materials, the first part of the handbook provides requirements for middle-level teacher training programs at four levels: a basic teacher education program, a master's degree program, a specialist's degree program, and a doctoral program. For each program, minimum standards and appropriate accreditation documentation are described for the following program components: (1) in-depth study of the developmental stage of early adolescence; (2) knowledge of middle-level philosophy, curriculum, and instruction; (3) content knowledge in at least one broad teaching field; and (4) field experience at the middle level. The second part of the handbook provides four sets of matrices for use in reporting compliance with NMSA guidelines for the basic through doctoral program levels. Matrices include a list of the mini-

mum requirements described in the handbook and space to cite courses or experiences that fulfill the requirement. (AC)

**ED 360 077** PS 021 602

Schurr, Sandra L.

**How To Evaluate Your Middle School.**

National Middle School Association, Columbus, OH.

Report No.—ISBN-56090-072-5

Pub Date—92

Note—87p.

Available from—National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229-6292.

Pub Type—Guides - Non-Classroom (055)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Adolescents, Case Studies, Committees, \*Evaluation Methods, \*Informal Assessment, Instructional Effectiveness, Intermediate Grades, Junior High Schools, \*Middle Schools, \*Program Evaluation, Program Implementation, Role of Education, School Role

Designed as a guide to conducting informal evaluations of middle school programs, the nine sections of this booklet review current thinking on issues of evaluation and offer sample questions to be considered by school evaluation teams. Following introductory materials, the first section reviews the benefits to conducting evaluations of middle-level programs, while the second examines the unique role of middle schools in the education of young adolescents and lists 20 components of exemplary middle schools. Section 3 discusses the major factors to be considered when developing an evaluation plan, and section 4 describes and provides guidelines for evaluation techniques, including surveys and questionnaires, observations, interviews, self-checklists, and shadow studies of representative students' activities. Next, steps for carrying out customized evaluation plans are described in section 5, including: distributing information, organizing a committee, revisiting targeted program components, determining the major purposes of the evaluation, reviewing available evaluation techniques, selecting and training individuals to implement the plan, compiling data, interpreting findings, organizing the information, and determining ways to use results for school improvement. The sixth section presents a case study outlining the goals and techniques of an evaluation conducted at a midwestern middle school, while section 7 describes the use of technology in the case study evaluation. Finally, sections 8 and 9 provide, respectively, tips and samples for writing the evaluation report, and a discussion of effective use of the results. The guide concludes with a "sampler" of evaluation instruments for interdisciplinary teams, the advisory program, classroom instruction, students, faculty, administrators, parents, and support staff. (BCY)

**ED 360 078** PS 021 603

Cole, Claire

**Nurturing a Teacher Advisory Program.**

National Middle School Association, Columbus, OH.

Report No.—ISBN-1-56090-064-4

Pub Date—92

Note—61p.

Available from—National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229-6292.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Advising, Administrator Role, Adolescents, Class Activities, Community Role, Counseling Effectiveness, \*Counseling Techniques, \*Educational Counseling, \*Faculty Advisers, Intermediate Grades, Junior High Schools, \*Middle Schools, Parent Role, Program Design, \*Program Implementation, School Counselors, Student Needs, Teacher Role, Teacher Student Relationship

In recognition of the importance of effective advisory programs at the middle school level, this monograph provides specific suggestions for organizing and sustaining a teacher advisory program and presents sample activities to assist program implementation. Following introductory remarks, the first section reviews aspects of early adolescent development which make an effective advisory program essential, while the second section suggests key elements of programs at this level, including work with students' physical, moral, social/emotional, and career development. Section 3 examines



the roles of advisors, counselors, administrators, community members, and students in the whole advisory endeavor, while section 4 reviews important characteristics of advisors. The fifth section provides specific suggestions for developing advisory skills, including asking open instead of closed questions, restating student comments to elicit more information, and using silence. The next two sections describe and suggest sources for successful activities that build relationships, including dealing with personal concerns of students, assisting with instructional difficulties, helping students with school regulations and procedures, and exploring career options. Administrative considerations are discussed in the eighth section, while section 9 suggests ways for parents and the community to become involved in the advisory process. The final sections describe common problems to implementing advisory programs, suggest solutions, and provide tips on keeping the program up-to-date and viable. Includes institutional and print resources for further information. Contains 9 references. (BCY)

ED 360 079

PS 021 605

Shiminski, James A.

"Unusually Successful": Pittsfield Chapter 1.

Pittsfield Public Schools, Mass.

Pub Date—92

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Failure, \*Compensatory Education, \*Early Intervention, \*Educationally Disadvantaged, \*High Risk Students, Parent Participation, Parents as Teachers, Preschool Education, Program Descriptions, Program Effectiveness, Recognition (Achievement), School Readiness, \*Special Needs Students, \*Validated Programs

Identifiers—Education Consolidation Improvement Act Chapter 1, Home Based Programs, Massachusetts, Pittsfield School District MA

The United States Education Department recognizes projects that effectively meet the special needs of educationally deprived students. In 1992, the Pittsfield, Massachusetts, Chapter 1 preschool program earned national validation as an "unusually successful" compensatory education program. The program has served as a statewide model, and has helped hundreds of at-risk children enter school on an equal educational basis with other children for over 20 years. The program has two components. The Parent-Child Home Program (PCHP) for 2- and 3-year-old children is a home-based program that fosters verbal interaction between preschoolers and their parents, thereby supporting children's cognitive growth. Paraprofessionals teach parents to effectively use developmentally appropriate materials and activities with their toddlers. The school-based Four-Year-Old's Program serves as a transition between the PCHP and kindergarten, and consolidates and extends the educational gains the child has made in the PCHP. Activities reinforce or introduce basic readiness skills, and foster social growth and physical development. Other vital elements of Pittsfield's program are: (1) coordination with the regular school program; (2) the provision of feedback through the monitoring of student progress; (3) strong leadership; (4) professional development and training; (5) parent and community involvement; (6) positive school and classroom climate; (7) recognition given to children for positive behavior or performance; and (8) the use of evaluation results for program improvement. (TJQ)

ED 360 080

PS 021 606

Shaughnessy, Michael F.

The Supportive Educational Environment for Creativity.

Pub Date—[91]

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Environment, \*Classroom Techniques, \*Creative Development, Creative Thinking, \*Creativity, Curriculum Development, \*Curriculum Enrichment, Educational Change, Elementary Secondary Education, Mentors, Self Expression, Sociocultural Patterns, Teacher Student Relationship, Teaching Methods

In most schools in America little attention is paid to the nurturance of students' creative potential, with emphasis too often placed instead on rote, repetitive learning. The literature contains many suggestions for enhancing creativity in the classroom setting, such as refraining from discounting odd or

unusual questions from students, finding something positive in all ideas, systematically rewarding creativity, demanding creativity of students, giving credit for creativity in grading, and modeling creative behaviors. The translation of theories of creativity into practice, however, is hindered by: (1) reliance on true-false, multiple-choice, and fill-in-the-blank tests; (2) an ideology which suggests that there is one right answer; (3) the increasing specialization of teachers, which results in a focus on subject matter and a neglect of students' talents; (4) teacher reliance on only one technique, such as brainstorming, to enhance creativity; (5) teacher overload; and (6) students' tendencies to underachieve and to pursue little outside reading. Overcoming these barriers requires an open and supportive classroom environment, where creative thinking is accepted and encouraged, dissent is tolerated, and students are encouraged to trust their own judgment. Teachers can do much to nurture creativity in the classroom, but they need guidance, training in behavioral management, and institutional support as well. Creativity and inventiveness must first become important to society to be important in educational institutions. Contains 13 references. (AC)

ED 360 081

PS 021 607

Lambert, Esther Hims, Ralph

Signs of Learning in the Affective Domain.

Lethbridge Catholic Separate School District #9 (Alberta).

Spons Agency—Alberta Dept. of Education, Edmonton.

Report No.—ISBN-0-7732-0842-9

Pub Date—93

Note—35p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Affective Behavior, \*Affective Objectives, Catholic Educators, Catholic Schools, Community Attitudes, \*Educational Objectives, Elementary Secondary Education, Foreign Countries, Individual Development, Learning Theories, Outcomes of Education, \*Role of Education, Self Evaluation (Individuals), Student Attitudes, Student Evaluation, \*Teacher Attitudes

Identifiers—\*Lethbridge Catholic Separate School District 9 AB

In 1989, the Lethbridge Catholic Schools (LCS) in Alberta, Canada, undertook a project to identify affective qualities valued as significant outcomes of education in Alberta, devise a system for monitoring and recording behaviors which express these qualities, and assist educators in their efforts to teach and model the behaviors. This report describes the project's purposes and outcomes. Chapter 1 provides the context of and assumptions behind the project, while chapter 2 presents a brief review of the literature on affective education, defining it as a learner's attitude toward self, life, school, and purpose. Chapter 3 describes the project methodology, which included interviews with exactly 100 people in Lethbridge, including students from grades 1 to 12, children, parents, educators, and citizens in a wide range of occupations to determine their perceptions of indicators of success in school and related behaviors. Chapter 4 presents five final indicators identified by the project: (1) self-worth; (2) ability to relate to others; (3) world awareness; (4) desire to learn; and (5) spiritual life. For each indicator, three corresponding behaviors are listed, and a conceptual model is described that relates the indicator to the whole person. Chapter 5 describes instruments developed to observe and record the identified behaviors, including brochures describing the behaviors, a class checklist, student self-evaluations, and feedback forms for parents and students. Chapter 6 provides a summary discussion of implications of the project and recommendations for LCS. Policies for LCS, and the observation instruments are appended. Contains 30 references. (AC)

ED 360 082

PS 021 608

Effects That the Developmentally Appropriate Process Makes on Curriculum of a Rural Elementary School.

Franklin County School District, Meadville, MS.

Pub Date—93

Note—28p.; Cover title varies.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Achieve-

ment Tests, Educational Change, \*Elementary School Students, \*Instructional Improvement, Organizational Development, Outcomes of Education, Primary Education, School Organization, Scores, Standardized Tests, \*Student Attitudes, Student Behavior, \*Teacher Attitudes, Teacher Role, Whole Language Approach

Identifiers—\*Developmentally Appropriate Programs, Franklin County School District MS

In response to standardized test scores that did not accurately reflect student learning, Franklin Lower Elementary School in Meadville, Mississippi, began a process of restructuring to become a developmentally appropriate school by using hands-on materials, focusing on whole language, and emphasizing the development of thinking skills. To demonstrate the effects of this process on student outcomes, achievement tests were administered to first and second graders in December 1992; student behavior records were reviewed from 1988 through 1992; and attitude surveys were administered to students, parents, and teachers in 1992. Results of the assessments indicated that: (1) for first graders, average achievement test scores were 84% for reading and 81% for math, both above the national average; (2) for second graders, average achievement test scores were 54% for reading and 78% for math, also above the national average; (3) absences at the school decreased each year since the 1988-89 school year for students overall, although they increased for black males; (4) discipline referrals decreased from 100 during the 1988-89 school year to just over 20 in 1991-92; (5) among the student attitudes surveyed, students' attitude toward teachers was the most positive; (6) among items rated by parents, teachers were rated most positively, while testing was given the least favorable rating; and (7) classroom teachers were more positive about the curriculum and teachers' roles than were assistant teachers or support teachers. The survey instruments are appended. (BCY)

ED 360 083

PS 021 609

Hale, Catherine Windecker, Elizabeth

Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities.

Pub Date—Apr 92

Note—19p.; Paper presented at the Meeting of the Western Psychological Association (72nd, Portland, OR, April 30-May 3, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Cognitive Ability, Cognitive Development, Creativity, Family Influence, \*Parent Child Relationship, \*Parent Role, \*Preschool Children, Preschool Education, Qualitative Research, Rating Scales, \*Reading Aloud to Others, Reading Habits, Reading Research, Self Concept, \*Story Reading, Vocabulary Development

To gather information on the relationship of parent behavior during reading situations to preschool children's cognitive ability, a study of 12 female and 9 male preschool children and their parents was undertaken. Children were administered a battery of tests that measured intelligence, creativity, perceived self-competence, and language skills. Parent-child interactions during reading time were assessed by videotaping parents while they read two stories to their children, one containing words and concepts easy for the child to understand, the other containing vocabulary and concepts developmentally advanced for the child. These sessions were qualitatively assessed according to nine variables, which were: parents' adjustment to the child's needs, feedback, verbal stimulation, type of utterances outside of reading, and consistency of storytelling; children's orientation and level of utterances; general interaction; and length of interaction. Finally, questionnaires completed by parents provided information on the quantity of home reading, the dynamics of parent-child reading sessions, and parents' reading practices. Results revealed significant relationships between the quantity of parent-child reading interactions and the child's level of vocabulary development. Children's creativity was related to the quality of parent-child reading interactions, and children's perceived competence was related to both the quantity and quality of parent-child reading. The parent questionnaire and qualitative rating scales for reading activities are appended. (BCY)

ED 360 084

PS 021 610

RIE DEC 1993

Brar, S.

**Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity.**

Pub Date—Aug 92

Note—12p; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992). Faint type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Child Development, Comparative Analysis, \*Correlation, Foreign Countries, \*Intelligence, Intelligence Tests, \*Interpersonal Competence, \*Maturity (Individuals), \*Preschool Children, Preschool Education, Rating Scales, Scores

Identifiers—India

Social-emotional competence (SEC) is considered a measure of an individual's total effectiveness in dealing with the environment. To verify empirically whether SEC depends on the intelligence and social maturity of young children, a study of 40 preschool children was undertaken in India. A standardized intelligence test was administered to the children; to assess SEC and social maturity, children were observed in school and during home activities. Based on test and observation results, children were categorized into groups of high and low intelligence and into groups of high and low social maturity. Scores for the groups were compared with respect to four aspects of SEC: (1) self-confidence; (2) autonomy-dependence; (3) quality of social interactions; and (4) coping techniques. Data indicated that children categorized in the high intelligence group scored significantly higher than children in the low intelligence group on all four aspects of SEC. Similarly, children categorized as high in social maturity scored significantly better than children categorized as low in social maturity on the four aspects of SEC. From these findings it was concluded that a child's level of intelligence and maturity contributes significantly to social and emotional competency. (BCY)

**ED 360 085**

PS 021 611

Shaver, Judy C. And Others

**Strategies for Developing Emergent Literacy.**

Pub Date—[92]

Note—10p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basic Skills, Child Development, College Students, Cooperative Programs, \*Early Intervention, \*Educationally Disadvantaged, High Risk Students, \*Literacy Education, Parent Attitudes, Parent Education, \*Preschool Children, Preschool Education, Program Descriptions, Program Effectiveness, \*Program Evaluation, Student Volunteers, Volunteer Training

Identifiers—\*Emergent Literacy, \*Project Head Start

In an effort to help disadvantaged preschool children develop emergent literacy skills and improve their chances of future academic success, a cooperative project was implemented in 1991-92 by McNeese State University in Louisiana and a local Head Start agency to provide tutoring to Head Start children. University students enrolled in a teacher's aide seminar were trained as volunteer tutors. Training focused on gross and fine motor skills, social skills, language development, and cognitive development. In addition, parents were trained in the use of materials and techniques to improve their children's social, physical, cognitive, and language skills, and were provided with relevant instructional materials for home use. For the project's first year, pre- and posttests were administered to tutors, parents, and children to measure changes in attitudes and skills. Tutors' responses revealed an increased understanding of the children and satisfaction with their own tutoring abilities, while parents reported improved skills in their children, including increased politeness, and increased willingness to take turns and to exert effort. Finally, test data for 55 of the 104 Head Start children who began the project indicated gains in all skill areas, with the highest gains registered in fine motor and self-help skills. By the end of 1993 the program is expected to involve over 20 college students and provide tutoring for over 200 four-year-old children. (BCY)

**ED 360 086**

PS 021 612

**Transportation for School-Age Child Care: Current**

Status in Westchester County.

Child Care Council of Westchester, Inc., White

RIE DEC 1993

Plains, NY.

Pub Date—[91]

Note—14p.

Pub Type—Reports - Research (143) — Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Access to Education, \*Board of Education Policy, Child Caregivers, Community Surveys, Economic Impact, \*Educational Legislation, Elementary Education, Elementary School Students, \*Needs Assessment, Policy Formation, Program Costs, \*School Age Day Care, School District Autonomy, State Legislation, \*Student Transportation

Identifiers—\*New York (Westchester County)

Based on countywide interviews with transportation and child care personnel in Westchester County, New York, this report describes current practices, legislation, and issues related to the transportation of elementary school children to and from child care providers. Following a brief introduction, the report discusses various regulated and nonregulated child care options in the county and summarizes the provisions of the 1990 state transportation bill that made child care transportation optional for each district. The report goes on to review current practices in the 40 county school districts, indicating that, as of November, 1990: (1) 46% of the districts transported students to both regulated and nonregulated arrangements districtwide; (2) 12.5% transported children to both types of arrangements within school attendance zones, but only to state regulated programs districtwide; (3) 7.5% were developing transportation policies; (4) 20% had transportation systems in place for schools, but did not transport children to child care programs; and (5) 12.5% had no transportation at the elementary school level. Issues influencing district policies, including transportation costs, the size and density of the district, existing practices of busing children districtwide or via neighborhoods, and the availability of child care programs are discussed next. Finally, the report presents recommendations to establish consistent policies, enact minimum participation requirements, extend time limits, and reduce district mileage limits. District maps are included. (BCY)

**ED 360 087**

PS 021 613

**The Federal Role in Improving Elementary and Secondary Education. A CBO Study.**

Congress of the U.S., Washington, D.C. Congressional Budget Office.

Report No.—ISBN-0-16-041768-6

Pub Date—May 93

Note—93p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328 (Stock No. 052-070-06892-2, \$6).

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Budgets, Change Strategies, \*Educational Change, Educational Finance, \*Educational Improvement, Educational Legislation, Educational Trends, Elementary Secondary Education, \*Federal Aid, Financial Support, \*Government Role, Outcomes of Education, Policy Formation, Program Descriptions

Identifiers—Congress

To provide information for federal deliberations on the reauthorization of more than 50 elementary and secondary education programs, this report describes efforts by states to improve schools, examines trends and conditions in primary and secondary education, and analyzes options for changing the federal role in education. Following an overview of education and the federal government, chapter 1 of the report describes the purposes of federal support for educational programs and discusses the educational reform movement that began in the early 1980s. Chapter 2 profiles elementary and secondary education nationwide, focusing on trends in educational outcomes, school resources, and student and family characteristics, while chapter 3 addresses issues of the relative priority that should be given to equity and excellence in education, and the level of control the government should exercise over education. Chapter 4 describes options for reducing the federal role in education through the use of block grants that define funding purposes but do not specify states' implementation procedures, and chapter 5 discusses options for refining the current federal role through fully funding current programs, eliminating programs not directed to special populations,

and focusing on early education. Finally, chapter 6 reviews approaches to promoting educational reform, including national curriculum and national assessment efforts, school-based reform, and modification of key elements of the educational system as a whole. (BCY)

**ED 360 088**

PS 021 614

Morgan, Harry

**An Analysis of Gardner's Theory of Multiple Intelligence.**

Pub Date—92

Note—41p; Paper presented at the Annual Meeting of the Eastern Educational Research Association (1992).

Pub Type—Information Analyses (070) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cognitive Development, Cognitive Processes, \*Cognitive Style, Criticism, \*Epistemology, \*Factor Analysis, Field Dependence Independence, Intelligence Quotient, Literature Reviews, \*Psychological Characteristics, Theories

Identifiers—Gardner (Howard), \*Multiple Intelligences

The theory of multiple intelligence (MI) propounded by Gardner and Hatch suggests that human beings have seven distinct units of intellectual functioning, and that these units are actually separate intelligences with their own observable and measurable abilities. These intelligences were identified as logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, and intrapersonal. These units, however, bear striking resemblance to cognitive style constructs and intelligence quotient factors identified by others in unified theories of intelligence. In fact, MI theory merely adapts factors identified as primary abilities in factor analyses of data derived from intelligence tests and relates them as intelligences. A review of the literature on cognitive styles shows numerous compatibilities between styles of cognition and the MI intelligences. For example, the logical-mathematical intelligence is applied to individuals who are sensitive to logical or numerical patterns and have the ability to handle long chains of reasoning, and whose ideal career is as scientists or mathematicians. These characteristics are compatible with the cognitive style identified as field-independent, and also with numerical ability, one of the factors identified by intelligence factor analysis. While single factor constructs of intelligence have certainly been invalidated by current research, the label of separate intelligences for aspects of cognition does not appear to be warranted. Critiques of each of the seven MI intelligences and 97 references are included. (BCY)

**ED 360 089**

PS 021 615

Shoddy, Vickie And Others

**A Study of Stereotyping of Infants and Toddlers.**

Pub Date—Mar 93

Note—12p; Paper presented at the Annual Conference of the Southern Early Childhood Association (44th, Biloxi, MS, March 23-27, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Affective Behavior, Child Development, Cultural Traits, Family Environment, \*Family Influence, Infants, Interviews, \*Parent Attitudes, \*Parent Child Relationship, Parent Role, \*Preschool Children, Preschool Education, \*Sex Role, \*Sex Stereotypes, Sexual Identity, Toddlers, Toys

To examine parental sex stereotyping of young children, a study was undertaken in spring 1993 of 59 parents and caregivers and their infant and toddler children at child care centers and schools in Arkansas. Interviews and observations were conducted of the parents/caregivers, focusing on the types of toys bought for children, the toys that the family encouraged children to play with, views on allowing children to play with toys traditionally associated with the opposite sex, feelings about names used for both boys and girls (i.e., Jamie, Kelly, etc.), the importance of showing males and females in traditional and/or non-traditional roles, and willingness to fill non-traditional roles at home, although the spouse might perform them better, to provide a model for children. Study findings included the following: (1) 68% of the parents bought toys considered traditional for the child's gender, while 2% bought gender-neutral toys; (2) 75% of the parents' families encouraged children to play with tradi-

tional toys, 2% with toys considered non-traditional, and 20% with educational toys; (3) 76% of the parents thought that children should be allowed to play with non-traditional toys; (4) names used for both sexes were disliked by 41% of the parents, citing the possibility of teasing by other children; (5) 37% thought it was important for children to see males and females in traditional roles, 25% in non-traditional, and 32% in both; and (6) 39% were willing to perform a non-traditional task they might not normally perform to provide a model for their children. (BCY)

ED 360 090 PS 021 616

Reinhold, Amy Jo  
Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal.

Save the Children, Westport, CT.  
Pub Date—19 May 93

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, \*Community Involvement, \*Community Programs, Day Care, Developing Nations, Elementary Education, \*Equal Education, Females, Foreign Countries, International Cooperation, \*Literacy Education, \*Nonformal Education, Nontraditional Education, Outcomes of Education, Rural Education, Sex Differences

Identifiers—\*Nepal, Save the Children Federation

In 1981, Save the Children (SC) opened an office in Nepal to support projects related to health, education, income generation, and resource management. Statistics show that between 7 and 8 million of Nepal's 19 million people live below the poverty line, and almost 2 out of 3 adolescent girls do not attend school, placing the overall female literacy rate at only 18%. In recognition of economic and educational needs, SC organized a community-based, nonformal education program to promote literacy and community organization in a rural area of the country. SC enlisted community participation by requiring each literacy group to: (1) pay for books, registration, and a partially subsidized tuition; (2) construct a shelter for the school; and (3) select a facilitator from the community. The program adapted literacy course content to issues and economic needs in the community. Program participants have expressed an increased sense of power; mobilized for community development activities; decreased smoking; and begun sending more of their young children, including girls, to school. The program has been effective in assisting women in particular, and the literacy rate for the program area has risen from 42% in 1989 to 54% in 1992. The initial literacy programs have given rise to other initiatives, including the organization of women's groups and income-generating collectives, the transformation of women's social roles, and the development of a home-based, rotating child care system. (AC)

ED 360 091 PS 021 617

Johnson, Dale L. And Others

Tobacco Smoke in the Home and Child Intelligence.

Pub Date—Mar 93

Note—5p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993)

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Health, Cognitive Ability, \*Cognitive Development, Comparative Analysis, \*Family Environment, \*Family Influence, Health Conditions, \*Intelligence Quotient, Mothers, Parent Influence, Parent Role, \*Smoking, Tobacco, Young Children

Identifiers—\*Environmental Tobacco Smoke

A study was undertaken to determine the effects of tobacco smoke in the home on children's cognitive development. The study focused on 280 children, representing equal numbers of boys and girls and of Whites, Blacks, and Hispanics. When the participating children were 2 years old, their mothers were surveyed, interviewed, and tested to gather information on socioeconomic status, smoking habits, day care, infant feeding practices, intelligence, and the home environment. At age 3, the children completed the Stanford-Binet Fourth Edition (SBIV) measure of intelligence quotient (IQ) and the Peabody Picture Vocabulary Test. Data analysis revealed that the total number of packs of cigarettes

smoked in the home was inversely related to child intelligence. Specifically, data indicated that as cigarette smoking increased by 1 pack per day, child IQ decreased by 1.65 points. Further analysis found that only the amount smoked by the mother was related to the children's IQ scores. Finally, data were also analyzed for 108 of the original children retested at 5 years of age, revealing that the particular relation of mothers' smoking habits to child IQ at 5 was not statistically significant. Study findings support the growing body of evidence that inhaling tobacco smoke from the environment has harmful effects on development. (AC)

ED 360 092 PS 021 618

St John, Linda

Alliance Patterns Formed among Early Adolescents and Their Parents.

Pub Date—Mar 93

Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Behavior, Patterns, Conflict, \*Conflict Resolution, Fathers, Mothers, \*Parent Child Relationship, Parent Role, \*Sex Differences, Sex Role

To gather information on the role of gender in parent-adolescent interactions, a study was conducted of patterns of alliances formed during disagreements between 28 male and 28 female early adolescents and their parents. Interactions among adolescents and their parents were recorded while they planned an ideal vacation, and the transcripts were coded for meaning, occasions of disagreement between two individuals, and alliances formed in the disagreement by the third person. Alliances were defined as a third person entering a disagreement and taking sides, and were coded as either supporting or negating the idea in dispute. Results indicated that: (1) parents formed more supporting and negating alliances than did adolescents; (2) boys and girls did not differ in the way they formed alliances, while parents showed significant gender differences in their coordination of responses to disagreements; (3) mothers formed more alliances in families with boys than in families with girls; (4) when fathers opposed sons, mothers were more likely to add their opposition than fathers were when the mothers opposed sons; (5) fathers were more likely to take sides by supporting ideas in families with boys than in families with girls; and (6) fathers were more likely to support mothers' ideas when opposed by sons than when opposed by daughters. Graphs of alliance patterns are included. (AC)

ED 360 093 PS 021 629

Swick, Kevin J. Graves, Stephen B.

Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series.

National Education Association, Washington, D.C.  
Report No.—ISBN-0-8106-0366-7

Pub Date—May 93

Note—209p.

Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 0366-7-00, \$16.95).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*At Risk Persons, Disadvantaged, Early Childhood Education, Elementary School Teachers, Empathy, \*Family (Sociological Unit), \*Family Problems, \*Family School Relationship, \*High Risk Students, \*Parents, Preschool Teachers, Problem Solving, School Community Relationship, Social Support Groups, Special Needs Students, Stress Variables

Identifiers—Dysfunctional Family, Ecological Psychology, \*Parent Empowerment

During the past 40 years, the rapid pace and complex nature of social change has created a stress-filled environment for families. New challenges such as AIDS (Acquired Immune Deficiency Syndrome), drug abuse, increasing crime, economic malaise, moral deterioration, and increases in mental health problems contribute to the increasing stress in families. Historically, our society has looked to the family and the school to deal with the dynamics of social change. However, families have not received needed support for effectively dealing with these changes, and schools still function within

designs more suited to the past than to the present or the future. A new paradigm based on a family-school-community learning and support system is needed. The focus of this book is on strengthening the early childhood educator's position in creating supportive relationships with families, particularly with those who are in at-risk situations. The book's goal is to promote new ways of thinking about and relating to families, with the focus on strengthening families and family-school relationships. The book has five chapters: (1) "At-Risk Families: The Context"; (2) "Empowering At-Risk Families"; (3) "Understanding the Barriers to Empowerment"; (4) "Insights on Relating to the Needs of At-Risk Families"; and (5) "Supporting At-Risk Families." Contains 190 references. (TJQ)

ED 360 094 PS 021 630

Baker, Betty Ruth

Strengthening Language Experiences for Children through Fingerplays.

Pub Date—Mar 93

Note—14p.; Paper presented at the Southern Early Childhood Association Conference (Biloxi, MS, March 23-27, 1993).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Educational Games, \*Language Arts, \*Language Skills, \*Learning Activities, Teaching Guides, Teaching Methods

Identifiers—\*Fingerplays, Rhyme

Fingerplays—brief stories that rhyme and can be dramatized by using the fingers—are an old activity for children that can be traced in Indian lore to a time before Columbus. Today, fingerplays delight and fascinate young children and provide a variety of learning opportunities. Fingerplays can provide a source for strengthening language experiences for young children, such as opportunities for listening, speaking, discussing, reading, writing, and following directions. Extended learning activities also enrich language experiences. When selecting fingerplays and planning extended activities with fingerplays, adults should consider the developmental level of the children, the purpose of the fingerplay, the theme or unit of study, and the learning expectation. For presentation, fingerplays should be memorized. Making an illustrated chart to go with the rhyme can enhance reading experiences. Recorded fingerplays with accompanying illustrations at a listening station or learning center give children opportunities to participate with the fingerplay independently or in a group experience. This paper presents three fingerplays: "Apples," "Five Brown Teddy Bears"; and "Butterflies." Each fingerplay includes instructions, the rhyme that accompanies the fingerplay, and several extended learning activities. The suggested activities provide a variety of learning opportunities that embrace field trips, dramatic play, games, motor activities, music, art, books, and stories. (TJQ)

ED 360 095 PS 021 635

Fiene, Richard

National Early Childhood Program Accreditation (NECPA) Annual Report, 1992.

National Early Childhood Program Accreditation Commission, Conyers, GA.

Pub Date—92

Note—36p.

Available from—NECPA Commission, Inc., 1029 Railroad Street, Conyers, GA 30207 (55).

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Accreditation (Institutions), Annual Reports, Child Caregivers, Child Health, Community Involvement, \*Day Care Centers, Demography, Early Childhood Education, Educational Environment, \*Institutional Evaluation, \*National Norms, National Surveys, Parents, Professional Development, Program Administration, \*Standards, Young Children

Identifiers—Child Safety, Developmentally Appropriate Programs

This report presents data collected in a pilot study of 55 day care programs in 14 states by the National Child Care Association. Information was gathered through: (1) day care center self-evaluations; (2) surveys of staff, parents, and children; and (3) on-site visits. The first of the report's two sections presents data from the self-evaluations that deal with center compliance with specific early childhood program standards in regard to administra-



tion, developmentally appropriate programming, health, safety, parental involvement, and child care environment. The percentage of centers that responded positively to each question in the self-evaluation survey is reported in this section, which also presents data obtained during on-site observations that pertain to professional development, child care environment, health and safety, and developmentally appropriate programming. Section 2 presents demographic data about the centers concerning funding, children served, auxiliary services, staff, and transportation. The results of the parent and staff surveys are also presented. (MDM)

ED 360 096 PS 021 640

King, Martha P.  
**Healthy Kids! State Initiatives To Improve Children's Health.**

National Conference of State Legislatures, Denver, CO.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Report No.—ISBN-1-55516-698-9

Pub Date—Apr 93

Contract—MCH-086045

Note—71p.

Available from—National Conference of State Legislatures, Book Order Department, 1560 Broadway, Suite 700, Denver, CO 80202 (Item No. 6634, \$15, plus \$3 shipping and handling).

Pub Type—Reports—Descriptive (141)—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, At Risk Persons, \*Child Health, Children, Early Childhood Education, Elementary School Students, Elementary Secondary Education, Health Care Costs, \*Health Insurance, Health Needs, \*Health Programs, \*Health Promotion, \*Health Services, Immunization Programs, Low Income Groups, Minority Groups, Preschool Children, Public Policy, Secondary School Students, \*State Programs

Identifiers—Medicaid  
Millions of American children and youth, especially low-income and minority children, lack health insurance and access to appropriate health care services. This publication addresses several major public policy topics related to improving children's health, and is designed to serve as a resource for policymakers who want to improve access to quality health care services for children. Each of the publication's six sections covers a specific topic and highlights existing state programs to illustrate a variety of approaches to common issues. The first section focuses on the millions of American children without health insurance coverage, and the second section looks at ways to bring Medicaid services to more eligible children. Special health care needs, such as chronic illness or severe impairment, are discussed in the third section. The fourth section examines the reasons for, and ways to improve, poor immunization rates in the United States. Basic adolescent health care services and services relating to sexual activity, substance abuse, accidents, and violence are covered in the fifth section. The last section highlights three health care issues: access to care by minorities, early intervention for high-risk families, and emergency medical services for children. Sixty-seven notes, a glossary of abbreviations, and a list of organizations that can supply further information are included. An annotated bibliography cites 31 references. (TJQ)

ED 360 097 PS 021 654

An Effective Learning Environment: A Discussion Paper on Strategy 1 of "Answering the Challenge."

Manitoba Dept. of Education and Training, Winnipeg.

Pub Date—Jun 91

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Educational Environment, Educational Needs, Educational Objectives, \*Educational Philosophy, \*Educational Planning, Foreign Countries, High Schools, \*High School Students, Instructional Effectiveness, Role of Education, Sociocultural Patterns, Student Characteristics

Identifiers—\*Canada

The adolescent child in Canada today lives in a world of rapid social, cultural, economic, and technological change, further complicated by the normal

emotional, physical, and intellectual changes of 14- to 18-year-old children. The philosophical bases of high school education, therefore, should be reexamined to provide an environment conducive to positive learning. Schools should place a high priority on the community so that students view school as relevant to the world around them. Specific goals for high schools should include: (1) developing critical as well as cultural literacy; (2) integrating theory and practice in instruction to provide more concrete experiences for students; (3) developing effective language skills, such as speaking, listening, reading, and writing; (4) helping students learn to use technology to learn; (5) helping students develop their abilities and productive thinking strategies; (6) teaching students to work cooperatively and understand the consequences of their actions; and (7) helping students cope with change. To fulfill these goals, schools need to create effective learning environments by making classrooms more student centered and more conducive to risk taking, by meeting students' intellectual needs, and by maximizing the aesthetic potential of students. Schools should also create in students a sense of the community and prepare them for life and work by providing practical and relevant instruction. Local educational authorities should develop a plan which includes information dissemination and assessment processes and a procedure for involving all high school staff in school planning. Contains 50 references. (AC)

ED 360 098 PS 021 661

Delattre, Edwin J. Delattre, Alice B.  
**Helping Your Child Learn Responsible Behavior (with Activities for Children).**

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED/OERI-92-47

Pub Date—Jun 93

Note—52p.; Edited by Theodore Rebarber

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Children, \*Child Responsibility, \*Child Role, Early Childhood Education, Elementary Education, Parent Influence, Parent Materials, Parent Role, Parent School Relationship, \*Responsibility

This generously illustrated booklet offers practical suggestions for helping young children appreciate the importance of acting responsibly in their everyday lives, and provides ideas and activities for parents to help encourage responsible behavior in their children. After defining responsible behavior and suggesting how parents can encourage it, the booklet describes activities or situations that parents can do or use to encourage their children to: (1) learn about other people; (2) acquire good manners; (3) be generous; (4) be honest; (5) display courage; (6) deal with bullies; (7) help with household chores; (8) learn the rewards of a job well done; (9) learn about heroic people; (10) face up to mistakes; (11) choose friends wisely; and (12) learn responsible behavior from stories that are read to them, or that they read on their own. The booklet also stresses the importance of parent-teacher and parent-parent cooperation, and provides a bibliography of 290 books, magazines, and other reading material appropriate for young children of various age groups. Designs and drawings appear on every page of the text. (MDM)

ED 360 099 PS 021 704

Samaras, Anastasia P.  
**Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles.**

Pub Date—Apr 91

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Computer Assisted Instruction, Computer Assisted Testing, \*Learning Strategies, \*Preschool Children, Preschool Education, \*Problem Solving, \*Puzzles, Teacher Student Relationship, \*Thinking Skills

This study was designed to test preschoolers' thinking about strategies and the relationship between strategy selection and performance through the use of computer-presented puzzle tasks. A total of 61 children between the ages of 3 and 5 years were observed to see whether they used trial and error, model consultation, or a mixed strategy to solve animated puzzles. The children were divided

into four groups, with each group receiving different levels of feedback before or during the testing by one of two teachers who had instructed them in the mechanics of computer-presented puzzles, and who were blind to the research hypothesis. It was found that the majority of children resorted to the trial and error method. Although a trial and error approach required more trials, it took a shorter period of time than the model consultation or mixed strategy. It appeared that the children were motivated to find the quickest solution to the puzzle rather than the most effective strategy. Contains 38 references. (MDM)

ED 360 100 PS 021 706

Copple, Carol And Others

**Learning Readiness: Promising Strategies.**

Pelavin Associates, Inc., Washington, DC; Urban Inst., Washington, DC.

Spons Agency—Department of Health and Human Services, Washington, DC.

Pub Date—93

Contract—HHS-100-92-0005

Note—84p.

Available from—Learning Readiness Sourcebook, ASPE/HHS, Room 404E, 200 Independence Avenue, S.W., Washington, DC 20201.

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Adolescents, At Risk Persons, Children, \*Community Programs, Early Intervention, \*Educational Improvement, Elementary Secondary Education, Family (Sociological Unit), \*Learning Readiness, Preschool Education, Program Descriptions, \*School Readiness, \*State Programs

Identifiers—\*National Education Goals 1990, Project Head Start

National Education Goal One, as framed by President Bush and the governors of the 50 states in 1989, declares that by the year 2000, all children in America will start school ready to learn. This sourcebook identifies and provides information about 20 promising comprehensive state and local strategies designed to improve learning readiness among children and adolescents. After defining learning readiness, the booklet discusses some obstacles to readiness, such as poor child health, the lack of a stable and caring home environment, and the lack of an engaging and responsive school environment. Successful programs that address the obstacles to learning readiness: (1) are comprehensive and flexible; (2) focus on the whole family; (3) are accessible and client-oriented; (4) build relationships of trust and respect with children and families; and (5) emphasize prevention rather than remediation. The greater part of the sourcebook consists of two-page profiles of learning readiness programs in eight preschools, four elementary schools, and four secondary schools, and eight learning readiness programs for families and individuals of all ages. Each profile explains the primary focus of the program and the program's scope, describes the program and its funding, discusses evaluations and future plans of the program, and provides the name, address, and telephone number of a contact person. Several full-page black and white photographs illustrate the text. Contains 136 references. (MDM)

ED 360 101 PS 021 751

Katz, Lilian G.

**Five Perspectives on Quality in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 1.**

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 93

Contract—R18806201292

Note—101p.; Revised version of a paper prepared for the European Conference on the Quality of Early Childhood Education (2nd, Worcester, England, United Kingdom, August 1992).

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 208, \$12, plus \$1.50 postage and handling).

Pub Type—Information Analyses—ERIC Information Analysis Products (071)—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—\*Early Childhood Education, \*Educational Assessment, \*Educational Quality, \*Evaluation Methods, Family School Relation-

ship, School Community Relationship, Student Experience, Teacher Attitudes  
 Identifiers—Childhood Experiences, ERIC Trends Issues Papers, Program Characteristics

This monograph on quality in early childhood programs contains two parts: an exploratory essay on the subject and an annotated bibliography selected from a search of the ERIC data base from 1985 through April 1993. The essay examines five perspectives on assessing the quality of early childhood programs. A top-down perspective on quality assessment identifies selected characteristics of a program, such as adult-child ratios and staff qualifications. A bottom-up perspective attempts to determine how the program is experienced by the participating children. Such an approach asks, among other things, whether the children feel accepted by peers, protected by adults, and interested in, rather than bored or frustrated by, their experiences. The experiences of the families served by a program are assessed in an outside-inside perspective, which asks whether families feel that they are accepted and that their goals for their children are respected. The fourth perspective, from the inside, considers how a program is experienced by its staff. In this approach, working conditions, career advancement, and respect for staff are assessed. Finally, the outside perspective takes into account how the community is served by the program through assessing such factors as allocation of community resources and affordability of the program to families. The implications of the use of multiple perspectives for assessing program quality are discussed. A list of 20 references is provided. The bibliography of documents and journal articles on quality in early childhood programs that follows the essay forms the bulk of the document. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

ED 360 102 PS 021 752  
 Katz, Lilian G.

**Trends and Issues in the Dissemination of Child Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2.**

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.  
 Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 93  
 Contract—R18806201292  
 Note—34p; Revised version of the opening address presented at the Warwick International Early Years Conference (1st, Warwick, England, United Kingdom, March 1993).

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 209, \$5, plus \$1.50 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Child Development, Early Childhood Education, \*Educational Trends, \*Information Dissemination, Information Utilization, Knowledge Level, Specialization

Identifiers—\*Educational Issues, ERIC Trends Issues Papers, Information Load, Knowledge Acquisition

This monograph consists of a paper outlining current trends in education and discussing issues related to the dissemination of knowledge, and a selected ERIC bibliography on this subject. Trends highlighted in the paper include: (1) the expansion of information; (2) the increasing pace of specialization; (3) the tendency of groups interested in education to blame other groups for the problems of education; and (4) the development of public and political sentiment against professionals and experts. This latter trend has an impact on education in various ways: through the inclusion of community leaders who are not experts in education on panels that set educational policy; through the conflict between fundamentalist groups and educational innovators; and via the punitive tone of recent school reforms. Issues discussed include: (1) the need to disseminate that amount of information which optimizes users' acquisition and adoption; (2) the benefits of information redundancy; (3) finding the balance of small- and large-scale concepts in research; (4) the "vividness" problem and use of the media; (5) presentation of information at a time propitious for its use; and (6) different orientations

toward knowledge held by researchers, educators, and clinicians. The implications of these trends and issues for educational practice are briefly examined. The bibliography of documents and journal articles on the dissemination of educational knowledge that follows the paper were selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

ED 360 103 PS 021 753  
 Treppie, Carmen And Others.

**Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.**

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.  
 Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 93  
 Contract—R18806201292

Note—107p; Based on papers presented at the European Forum for Child Welfare (Hamburg, Germany, April, 1992) and at the Annual Conference of the National Association for the Education of Young Children (Denver, CO, November 7-10, 1991).

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 210, \$12, plus \$1.50 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Collected Works - General (020)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Child Development, Cultural Context, \*Cultural Differences, \*Early Childhood Education, Elementary School Students, Ethnic Relations, Foreign Countries, Intercultural Communication, \*Minority Groups, Mothers, \*Multicultural Education, Parent Participation, Preschool Children, Program Descriptions, Social Integration, \*Teacher Student Relationship  
 Identifiers—ERIC Trends Issues Papers, Ruhr Valley, \*Turks

This document presents three papers on multicultural education in early childhood, followed by a selected ERIC bibliography on the same subject. The first paper, "Multicultural Approaches in Education: A German Experience," by Carmen Treppie, describes the development of Turkish Children and Mothers, a project designed to help preschoolers in the Ruhr Valley of Germany develop linguistic, motor, cognitive, and social abilities. The paper also describes various aspects of the project, including those that relate to maternal involvement, educational facilities, the needs of project participants, and cultural factors that should be considered when serving the ethnic Turkish minority that is adapting to German culture. In the second paper, "Culture, Schooling, and Education in a Democracy," Victoria R. Fu defines multiculturalism, draws distinctions between education and schooling, proposes a conceptual framework for implementing multicultural education, and examines Bronfenbrenner's and Vygotsky's concepts of development. The third paper, "Responsive Teaching: A Culturally Appropriate Approach," by Andrew J. Stremmel, explains responsive teaching, which involves the construction and negotiation of shared meaning or perspectives during interactions, and suggests ways to help early childhood teachers become more responsive in their interactions with children of various backgrounds. A reference list is provided with each paper. The bibliography that follows the papers contains 34 documents and 36 journal articles on multiculturalism in early childhood programs selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

ED 360 104 PS 021 754  
 Katz, Lilian G.

**Dispositions: Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4.**

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.  
 Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 93  
 Contract—R18806201292

Note—53p.  
 Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 211, \$5, plus \$1.50 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Attitudes, Cognitive Processes, \*Definitions, \*Early Childhood Education, \*Educational Practices, Elementary School Students, \*Personality Traits, Praise, Preschool Children, Skill Development, \*Student Motivation  
 Identifiers—Educational Issues, ERIC Trends Issues Papers, Habits

This monograph consists of a paper that examines the construct "disposition," and explores its relevance to curriculum and teaching practices in early childhood education, and a selected ERIC bibliography relating to this subject. The paper is organized in two parts. Part 1 provides a definition of disposition and definitions of the related terms "inclination," "cognitive style," and "learning style." The definition of disposition can be clarified by comparing the construct of disposition to other personal characteristics, namely: (1) traits, which are sometimes not distinguished from dispositions; (2) thought processes; (3) skills, which may exist without the disposition to use them; (4) attitudes, which are enduring organizations of beliefs; (5) habits, which are actions that are not the consequence of reflection; (6) the work inhibition of children who do not work required of them despite their capability to do so; and (7) motives, which are considered to be more general than dispositions. Part 2 suggests seven reasons why the development of desirable dispositions should be included among the goals of early childhood education. The most important of these reasons is that the acquisition of knowledge and skills alone does not guarantee that children will use the knowledge and skills. A list of 47 references is provided. The bibliography that follows consists of 13 documents and 38 journal articles on dispositions, motivation, and praise that were selected from a search of the ERIC database. Each item in the bibliography contains bibliographic information and an abstract of the document or article. (BC)

## RC

ED 360 105 RC 018 603  
 Jacobs, Cecelia Smiley-Marquez, Carolyn

**Bridging American Indian Culture and the New Science Paradigm. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet.**

American Indian Science and Engineering Society, Boulder, CO.

Spons Agency—Administration for Native Americans (DHHS/OHDS), Washington, DC; Fund for the Improvement of Postsecondary Education (ED), Washington, DC; National Science Foundation, Washington, DC.

Pub Date—Jan 90  
 Contract—90NA0804/02; G008730452-89; MDR-9050011

Note—246p; For other units in this curriculum, see RC 018 604-605. Transparencies duplicative of text pages have been removed from ERIC copy. Available from—AISES, 1085 Fourteenth St., Suite 1506, CO 80302 (unit, \$60; additional participant booklets, \$5 each).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—\*Alcohol Education, American Indian Culture, \*American Indian Education, American Indians, Educational Philosophy, \*Holistic Approach, Models, Postsecondary Education, \*Relevance (Education), Teacher Education, Units of Study  
 Identifiers—Cultural Relevance, \*Medicine Circle, \*Paradigm Shifts

People generally learn best when information is presented to them in a culturally and socially relevant context or framework. This issue is addressed by the Science of Alcohol Curriculum for American Indians through the use of the Medicine Circle, a model that represents the concepts of wholeness, interconnectedness, and balance in a manner consistent with most Native traditional ideas. Also congruent with most American Indian cultures, the

"new science paradigm" emphasizes: the observer as a subjective part of the observed universe; the dynamic nature of the universe; and nature as a network rather than a hierarchy. Intended for teachers and other educational personnel involved with American Indians, this unit studies the science of alcohol through the Medicine Circle's integration of physical, spiritual, mental, and emotional perspectives in conjunction with the values of the new paradigm. Upon completion of this unit, participants will have examined: (1) their own attitudes about alcohol and abuse; (2) Medicine Circle concepts; (3) typical roles assumed by children of alcoholics as coping mechanisms; (4) personal and cultural differences in perception; (5) the effects on American Indian students of culture-based learning experiences; (6) Indian students' unique reactions to a science lesson; and (7) paradigms and paradigm shifts, limitations of the current science paradigm, and similarities of the Medicine Circle and the new science paradigm. This unit contains a participant handbook, 60 references, 20 handouts and accompanying overhead transparencies, an evaluation form, and tips for a successful training session. (SV)

**ED 360 106** RC 018 604

*Jacobs, Cecelia And Others*

**The Digestive System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet.**  
American Indian Science and Engineering Society, Boulder, CO.

Spons Agency—Administration for Native Americans (DHHS/OHDS), Washington, DC.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date—Jan 90  
Contract—90NA0804/02; G008730452-89;  
MDR-9050011

Note—223p. For other units in this curriculum, see RC 018 603 and RC 018 605. Transparencies duplicative of text pages have been removed from ERIC copy.

Available from—AISES, 1085 Fourteenth St., Suite 1506, CO 80302 (unit, \$60; additional participant booklets, \$5 each).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Alcohol Abuse, \*Alcohol Education, \*American Indian Education, Drinking, Holistic Approach, \*Metabolism, \*Physiology, Postsecondary Education, Science Education, Teacher Education, Units of Study

Identifiers—\*Digestive System

The Science of Alcohol Curriculum for American Indians uses the Medicine Circle and the "new science paradigm" to study the science of alcohol through a culturally relevant holistic approach. Intended for teachers and other educational personnel involved with American Indians, this curriculum presents a framework for alcohol education that integrates physical, spiritual, mental, and emotional perspectives. The rubric of science alone will not alter the impact that alcohol and alcohol abuse have had on the lives of some American Indian students. This unit of the curriculum focuses on the digestion and metabolism of alcohol. It discusses: (1) the concept of holism; (2) the four basic processes of the alimentary canal; (3) the value of the machine model of the body; (4) physical and chemical actions of digestion in the mouth; (5) peristalsis in the esophagus; (6) roles of the stomach, intestines, liver, and pancreas in digestion; (7) disruption of the stomach's normal functions by alcohol; (8) alcohol metabolism in the liver; (9) damage to the liver and pancreas by alcohol; (10) digestion of food compared to that of alcohol in the mouth, esophagus, and small intestines; and (11) effects of alcohol on the urinary tract. This unit contains a participant's handbook, 21 references, a glossary, 24 handouts and accompanying overhead transparencies, tips for a successful training session, and an evaluation form. (SV)

**ED 360 107** RC 018 605

*Jacobs, Cecelia And Others*

**The Central Nervous System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet.**

American Indian Science and Engineering Society, Boulder, CO.

Spons Agency—Administration for Native Americans (DHHS/OHDS), Washington, DC.; Fund

for the Improvement of Postsecondary Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date—Jan 90  
Contract—90NA0804/02; G008730452-89;  
MDR-9050011

Note—197p. For other units in this curriculum, see RC 018 603-604. Transparencies duplicative of text pages have been removed from ERIC copy. Available from—AISES, 1085 Fourteenth St., Suite 1506, CO 80302 (unit, \$60; additional participant booklets, \$5 each).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Alcohol Abuse, \*Alcohol Education, \*American Indian Education, Drinking, Holistic Approach, \*Physiology, Postsecondary Education, Science Education, Teacher Education, Units of Study

Identifiers—\*Brain, \*Nervous System

The Science of Alcohol Curriculum for American Indians uses the Medicine Circle and the "new science paradigm" to study the science of alcohol through a culturally relevant holistic approach. Intended for teachers and other educational personnel involved with American Indians, this curriculum aims to present a framework for alcohol education that integrates physical, spiritual, mental, and emotional perspectives. The rubric of science alone will not alter the impact that alcohol and alcohol abuse have had on the lives of some American Indian students. This unit of the curriculum focuses on the central nervous system (CNS) and its responses to moderate drinking and alcohol abuse. It discusses: (1) the Medicine Circle as a better model than the machine for studying the CNS; (2) the importance of culturally relevant education; (3) the structure of neurons, process of a synapse, and function of neurotransmitters; (4) effects of alcohol on neurons; (5) roles of the cerebrospinal fluid and the blood-brain barrier in brain functioning; (6) alcohol effects on the hindbrain, midbrain, and forebrain; (7) differences in alcohol reactions of high and low tolerance drinkers; (8) roles of different areas within the cerebral cortex and alcohol effects on them; (9) five common CNS disorders associated with alcohol abuse; and (10) a holistic approach to alcoholism treatment among American Indians. This training unit contains a participant booklet, 29 references, a glossary, 12 handouts and accompanying overhead transparencies, an evaluation form, and tips for a successful training session. (SV)

**ED 360 108** RC 018 755

*Cash, Robin G., Ed. Phipps, Maurice L., Ed.*

**Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Non-profit Partnerships in Outdoor Recreation. Conference Proceedings (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991).**

Western State Coll. of Colorado, Gunnison.

Pub Date—92  
Note—291p

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Accreditation (Institutions), Elementary Secondary Education, Environmental Education, Health Insurance, Higher Education, Job Skills, \*Leadership, Leadership Styles, Outdoor Activities, \*Outdoor Education, \*Professional Development, \*Seasonal Employment, \*Teacher Certification, Teacher Education, Trainers

Identifiers—\*Outdoor Leadership

This volume of conference proceedings addresses critical issues related to leadership in the field of outdoor recreation. It contains keynote presentations, panel and individual presentations, and working session reports covering the following topics: (1) leadership styles; (2) K-12 teacher certification in outdoor education; (3) accreditation and standards for outdoor programs; and (4) hiring practices of and benefits for the seasonally employed. The section on leadership styles reviews various theories of leadership, such as situational leadership and conditional outdoor leadership, and stresses group dynamics and teamwork. Papers in the section on teacher certification introduce current outdoor education programs being run in public school districts, outdoor and environmental scope and sequence curricula being utilized in public schools districts, special outdoor education trips that schools are taking, and outdoor teacher education programs were developed at universities. In the section on accredita-

tion and standards, experts from professional organizations in the fields of outdoor education and experiential education present overviews of their organizational involvements in accreditation and standards and summarize current trends and problems from their perspectives. The major issues addressed in the section on the seasonally employed are: (1) improving employment opportunities; (2) fostering of professionalism by employees; and (3) providing insurance coverage. (KS)

**ED 360 109** RC 018 901

*Loucks, Bryan Timothy, Arnette*

**Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised.**

Ontario Native Council on Justice, Toronto.

Pub Date—Dec 81

Note—102p.; Contains some cropped pages.

Available from—Ontario Native Council on Justice, 22 College St., #102, Toronto, Ontario, Canada M5G 1K6 (\$18).

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Adolescents, American Indians, \*Canada Natives, Children, \*Child Welfare, Community Control, Community Services, Delivery Systems, Foreign Countries, \*Juvenile Justice, Legislation, \*Self Determination, \*Social Services

Identifiers—\*Ontario

Extensive evidence indicates that the Native family and society are "at risk," having been undermined by the existing non-Native child welfare, education, and justice systems. This paper examines issues in juvenile justice, child welfare, and family services with regard to control by Canada Native communities of their own social services. The document includes: (1) selected Ontario statistics on Native children in care, Natives in the criminal justice system, and costs to the provincial government; (2) jurisdictional disputes related to the delivery of social services on reservations; (3) strategies to expand Indian control of social services; (4) the effects of the Canadian Young Offenders Act and the Children's Services Act of Ontario on aboriginal peoples; (5) difficulties in the implementation of the (U.S.) Indian Child Welfare Act; (6) issues in foster care and adoption of Native children; and (7) community programs and initiatives addressing parenting skills education, prevention of child abuse and neglect, use of Native family courtworkers, substance abuse prevention, counseling and homemakers' services, and youth activities. Appendices provide related legal documents and information about the project. A bibliography contains approximately 100 entries, including research papers, legislation, program reports, statistical reports, and journal articles. (SV)

**ED 360 110** RC 018 977

*Joslin, Paul Gerlovich, Jack*

**PSInet: A Teleconferencing Network for Teachers.**

Pub Date—26 Oct 92

Note—7p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Networks, \*Educational Cooperation, Educational Innovation, Educational Resources, \*Educational Technology, Elementary School Students, Elementary School Teachers, Elementary Secondary Education, \*Information Networks, \*Rural Education, Secondary School Students, Secondary School Teachers, \*Teleconferencing

Identifiers—\*PSInet

PSInet (People Sharing Information Network) is a national computer teleconferencing network for science and mathematics teachers. It is funded by the National Science Foundation (NSF) in cooperation with IBM and is housed at Drake University in Des Moines (Iowa). The NSF grant has provided: a workstation computer and software for each state department of education office and each major educational office in Washington, D.C.; state servers to be linked to users in each state; and training for users. By June 1993, all states will have servers in place and may begin to link down to regional servers and then to school buildings. Ohio already has connected all schools to the system. Iowa is proceeding with a plan to connect all schools, colleges, and major museums with a state network called IOWA-NET. If installed in every school in the country the PSInet would make it possible for teachers and stu-



dents everywhere to communicate easily and inexpensively with each other. The potential for reducing teacher isolation and enhancing curriculum and teaching in small and rural schools is dramatic. This innovative educational tool provides the basis for a potential paradigm shift in the process of education and for widespread cooperative education on real issues and problems. Examples of current applications of the system and the necessary equipment are described. (SV)

ED 360 111 RC 018 979

Behrens, Robert L.  
The Rural Superintendent: The Missing Link in School Improvement.

Pub Date—Oct 92

Note—10p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Role, \*Change Agents, \*Educational Change, Elementary Secondary Education, Leadership, \*Rural Schools, \*Superintendents

Educational research typically overlooks the significance of the superintendent in improvement efforts. The superintendent must not only be a good manager, but must also provide leadership, direction, vision, and purpose, and must establish an atmosphere conducive to learning. Because effective communication is vital, and in order to avoid confusion, the superintendent must also form an administrative team to maximize interaction and create commitment. One of the key elements of superintendent leadership is the search for effectiveness and excellence in the educational program. Effective leadership that produces effectiveness in schools can be accomplished only when the superintendent is fully organized and knowledgeable. The superintendent must evaluate the success or failure of improvement efforts, and be willing to abandon a project when necessary. Superintendents who wish to implement school reform are risk takers who view their job as requiring them to educate community and staff about what is needed and what they should want. This paper contains two figures mapping out superintendent activities and the superintendent's role in instituting reform efforts, and a list of 15 suggestions for superintendents. (KS)

ED 360 112 RC 018 981

Francis, Raymond W.  
Issues in Establishing Rural Professional Development Schools.

Pub Date—Oct 92

Note—17p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College School Cooperation, Educational Change, \*Educational Cooperation, Elementary Secondary Education, Mission Statements, \*Professional Development, \*Rural Schools, \*School Based Management, Teacher Education, Teacher Participation

Identifiers—\*Professional Development Schools, West Virginia

Six professional development schools (PDS) have been established in rural West Virginia as a result of an education reform effort. Two junior high schools, two elementary schools, and two high schools have been participating for the past 2 years in restructuring efforts that involve collaboration between public school teachers and university faculty. Project goals include restructuring of the teacher preparation curriculum at West Virginia University (WVU) and the establishment of PDS emphasizing site-based decision making and the development of school visions. Data concerning the project were obtained from meeting minutes of the Cross-Site Steering Committee (CSSC), work session notes, focus-group interviews, individual interviews, and CSSC participants' written responses to open-ended questions. The major issues emerging from the data were: (1) defining what a PDS was and understanding the concept; (2) understanding "who is in charge of the process" and moving toward collaboration; (3) developing relationships among PDS sites and between PDS sites and WVU representatives; and (4) maintaining PDS sites through continued funding, increased participation, and an atmosphere of trust and open com-

munication. The keys to development and maintenance of PDS are the existence of true collaborative activities, thorough planning, consistent communication, a commitment by all those involved, and a belief that the process is important. (KS)

ED 360 113 RC 018 983

Baerman, Robert D.  
Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success.

Research for Better Schools, Inc., Philadelphia, Pa. Pub Date—Oct 92

Note—23p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, Community Centers, Community Cooperation, Community Coordination, Community Services, \*Educational Improvement, \*Educational Objectives, Elementary Secondary Education, \*Parent Participation, Parent School Relationship, Rural Education, \*Rural Schools, \*Shared Facilities, Social Services

Identifiers—\*Community Learning Centers, \*Delaware

This report summarizes discussions held in 1992 at two public forums to examine ways to improve the quality of rural education in Delaware. The forums focused on two goals: building support for quality education and promoting partnerships between families, communities, and schools. Participants discussed expanding schools to become "community learning and service centers," possibly integrating them with social-service agencies as a means of overcoming duplication and fragmentation in services. Problems with this approach include school accessibility, establishing roles and responsibilities, and the lack of existing services. Family and parental involvement was discussed in terms of changing family roles and parental disenfranchisement from the educational system. Participants recommended that schools take a leadership role toward redesigning themselves as learning centers while improving their relationships with social-service agencies. It was also recommended that schools work more closely with parents and communities in decision-making. Other recommendations dealt with the need for professional development and community cooperation. The paper ends with conclusions and reflections of the Delaware Rural Assistance Council, which expressed the view that the ultimate commitment must be reflected in the policies and programs of the State Board of Education and invited the board to work jointly with the council to define a "rural education agenda." (TES)

ED 360 114 RC 018 995

Stratman, Terry Holopirek, Bonnie  
Home School Specialist: "The Missing Link" [and] "The Student Connection Program."

Pub Date—Oct 92

Note—45p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, \*Family School Relationship, \*High Risk Students, Parent Participation, Program Descriptions, Rural Education, Rural Schools, School Districts, \*Self Esteem, \*Social Work, \*Social Workers, \*Student Participation

Identifiers—Canton Galva Unified School District KS

This document provides information about two closely related innovative programs in a small rural school district. The Home-School Specialist program coordinates resources to meet the personal, social, emotional, and academic needs of students, while the Student Connection Program, coordinated by the Home-School Specialist, involves senior high school students serving as role models for at-risk elementary students. The Home-School Specialist is a licensed master-level social worker who, as a student advocate, works with students, parents, faculty, and outside agencies to identify students' special needs and provide direct services to students and parents. Services include home visits; counseling; parent education classes; communication be-

tween home, school, and other agencies; study skills group; social assessments; and classroom presentations. In addition, the Home-School Specialist coordinates and implements programs for both parents and students. Included is a detailed job description for the home-school specialist and a performance evaluation form. The Student Connection Program, one of several programs resulting from the creation of the Home-School Specialist position, recruits senior high school students to serve as advisors for the Home-School Specialist, and to work as positive role models for elementary students who have been identified as at-risk. The primary objectives of this program are to increase the self-esteem and academic achievement levels of the students involved. This document includes interview questions for student applicants to the program and other forms used for program implementation and evaluation. (LP)

ED 360 115 RC 019 048

Reuter, Steven F.  
Characteristics of Successful Schools: Perception Differences Between Rural and Urban Elementary School Teachers.

Pub Date—Oct 92

Note—20p.; Paper presented at the Annual Rural and Small Schools Conference (14th, Manhattan, KS, October 26-27, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Environment, \*Educational Practices, Effective Schools Research, Elementary Education, \*Elementary Schools, Elementary School Teachers, Rural Schools, \*Rural Urban Differences, \*School Effectiveness, School Surveys, \*Teacher Attitudes

Identifiers—Minnesota, \*School Culture  
An inventory consisting of 25 Likert-type statements assessed the perceptions of 62 urban and 66 rural Minnesota elementary teachers concerning educational practices that enhance or prohibit success in their schools. Urban teachers were more positive than rural teachers about factors contributing to success in their respective schools, differing significantly on 13 of 25 statements. Successful school practices identified by urban teachers included: (1) time and money for staff development; (2) grade level meetings; (3) support for professional development; (4) use of alternative delivery systems in the classroom; (5) site based management; and (6) an array of parent communication techniques. Rural teachers often commented that they valued being left alone to run their classrooms as they chose. Practices identified by urban teachers as lessening school success appeared to focus on curriculum and time. Most negative school practices identified by rural teachers centered on budgets and consolidation. Other negative rural school practices were related to lack of appropriate communication with parents. Further analysis of written comments indicates that unsuccessful practices identified by urban teachers could be changed with time management improvements, while rural teachers portrayed a feeling of hopelessness. Contains several tables of survey results and 23 references. (KS)

ED 360 116 RC 019 207

Sosa, Alicia  
Thorough and Fair: Creating Routes to Success for Mexican-American Students.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-10-2

Pub Date—Mar 93

Contract—R188062016

Note—69p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston WV 25325 (\$10).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Bilingual Education, Child Advocacy, Cultural Differences, \*Educational Strategies, Elementary Secondary Education, English (Second Language), \*Equal Education, \*Limited English Speaking, \*Mexican American Education, Mexican Americans, Native Language Instruction, Role of Education

Identifiers—\*Hispanic American Students, \*Language Minorities

This monograph describes implications for public schools of rapidly growing populations of Mexi-

can-Americans and other language minorities and recommends ways to eliminate institutional barriers to equity and excellence in education. It presents current information about such issues as dropout rates, reading levels, and participation in advanced mathematics and science courses. It includes a synthesis of research about current trends, including the growth of this population, changes in immigration patterns, and changes in the segregation of this population. Chapter 1 describes Mexican-Americans and other language-minority groups in terms of levels of educational attainment, cultural and language diversity, and population trends and projections. Chapters 2-4 address personal, instructional, and school factors important for the success of language-minority students and examine trends and issues in bilingual education. Chapter 5 discusses ways to create school systems that support instruction of language-minority students including: (1) knowing student rights; (2) imparting high expectations; (3) ensuring appropriate student placement; (4) working to reduce the achievement gap; (5) taking an advocacy position in testing and grade retention; (6) improving staff development and minority teacher recruitment; and (7) involving parents in meaningful activities. Chapter 6 covers policy recommendations that include disaggregating student data, demonstrating commitment to uphold civil-rights laws, pursuing excellence and equity (not simply compliance), identifying a top-level administrator as an equity advocate, and joining the equity network. Desegregation assistance centers and other organizations providing information about educational equity are listed. Contains 99 references. (LP)

ED 360 117 RC 019 209

Grant, Agnes Gillespie. *LaVina*

*Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.*

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-08-0

Pub Date—93

Contract—R188062016

Note—68p.

Available from—ERIC/CRESS, P.O. Box 1348,

Charleston, WV 25325 (\$10).

Pub Type—Information Analyses - ERIC Information

Analysis Products (071) — Guides -

Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Alaska Natives, American Indian Culture, \*American Indian Education, American Indians, \*Cultural Awareness, \*Educational Environment, \*Educational Strategies, Elementary Secondary Education, Ethnic Stereotypes, Higher Education, Racial Bias, \*Teacher Education, Textbook Bias

Identifiers—\*Culturally Responsive Education, Native Americans, \*School Culture

Overwhelmingly, the cultures of schools reflect the norms of middle-class European-Americans. Many young Native Americans fail to adapt to this culture and are perceived as unacceptable and uneducable. Deprivation of a sound educational system and concomitant social relegation lead to dismal educational outcomes and subsequent effects on health, life expectancy, employment, and income. This monograph examines the still prevalent stereotypes and prejudices operating in mainstream society and schools, and explores research findings and resources that can help chart new directions in Native education. Chapter I discusses the history of assimilation policies, historical misinformation about Native American cultures, the dilemma of non-Native teachers teaching Native students, school failure as a form of resistance, and 10 types of bias found in instructional materials. Chapter II describes the diversity of Native cultures, both among groups and over time, and suggests ways that educators can put Native cultural capital to use. Chapter III discusses the importance of training more Native teachers and the value of tribal colleges in this effort. Chapter IV describes ways that all teachers can become more responsive to Native students, parents, and communities; examples of promising practices; and criteria for constructing a theory of Native education. An annotated bibliography includes 48 related items available through the ERIC system. Contains 72 references. (SV)

ED 360 118 RC 019 220

Minority Student Achievement Partnerships:

RIE DEC 1993

**What's Working in Arizona. Volume One. A Directory of Public School, Community College, and Public University Partnership Programs Improving Minority Access and Achievement in Arizona.**

Arizona State Univ., Tempe. Morrison Inst. for Public Policy.

Spons. Agency—Arizona Minority Education Access and Achievement Cooperative, Phoenix.

Pub Date—Sep 92

Note—62p.

Pub Type—Reference Materials - Directories/Cat-

alogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, \*Access to Education, American Indian Education, \*College School Cooperation, Cooperative Programs, Demonstration Programs, Educational Improvement, Elementary Secondary Education, Mathematics Education, Mexican American Education, \*Minority Groups, \*Partnerships in Education, Program Descriptions, \*Science Education

Identifiers—\*Arizona

This directory lists 48 successful public school, community college, and public university partnership programs to improve access and educational achievement for Arizona's American Indians, Hispanic-Americans, and other minority groups. The directory was compiled from questionnaires mailed to programs identified by the Arizona Minority Education Access and Achievement Cooperative (AMEAAC). AEMEAAC is a voluntary association of senior-level public education officials and citizens whose primary mission is to improve minority educational achievement through cooperative planning, program development and shared expertise. The programs are listed in three categories: (1) Dwight D. Eisenhower Mathematics and Science Education Act programs funded for fiscal year 1990-91; (2) AEMEAAC Medallion Award programs honored in 1991 for their success and promise for future replication; and (3) AEMEAAC funded pilot programs. Entries provide the name of the program, program goals, participants, target groups, selection criteria for program participants, length of program, program impact and achievements, when the program ceases to exist or its funding ends, and the program director's name and address. Also included are an alphabetical index of programs, a map showing program locations, and a glossary. (LP)

ED 360 119 RC 019 221

Hadley, Marilyn Wood, Robert W.

*Teen Workers: Developing a Work Ethic or Gratifying Material Needs?*

Pub Date—[90]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Administrators Attitudes, High Schools, \*High School Students, Principals, \*Rural Education, School District Size, \*Student Employment, \*Work Ethic

Identifiers—\*South Dakota

Secondary school administrators in South Dakota were surveyed concerning the status of working teenagers. A questionnaire was sent to all public school principals (N=182) who had students in grades 9-12; 149 principals or 82% responded. Results indicate that 30 percent of South Dakota students age 14 years or older work, with the greatest percentage of working students from large school districts. Few schools (18 percent) use a work permit form. A perceived benefit associated with students working is an increased sense of responsibility; however, respondents were split in their perceptions of willingness to stick to a task, sense of accomplishment, and increased self-esteem as benefits of working students. In addition, 22 percent of respondents added money as a benefit for working students. Drawbacks to student employment include decreased school involvement, decreased academic performance, and decreased time spent on homework. Few administrators viewed the effect of working on student learning as a serious problem; most respondents felt this was a slight to moderate problem. (LP)

ED 360 120 RC 019 223

Notes From the Field: Education Reform in Rural

Kentucky, 1991-1992.

Appalachia Educational Lab., Charleston, W. Va. Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RP91002002

Note—55p.

Journal Cit—Notes From the Field: Education Reform in Rural Kentucky; v1-2 May 1991-Sep 1992

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Educational Change, Educational Equity (Finance), \*Educational Finance, Elementary Secondary Education, \*Expenditure per Student, Health Services, Parent Education, Personnel Selection, Preschool Education, Professional Development, Rural Education, \*School Based Management, School Districts, \*Social Services, Student Evaluation, \*Teacher Attitudes

Identifiers—Kentucky, \*Kentucky Education Reform Act 1990

This document consists of the first five issues of "Notes from the Field," a serial documenting a 5-year study of the implementation of the Kentucky Education Reform Act (KERA) of 1990 in four rural Kentucky school districts. The first issue provides a brief overview of KERA policies and the status of their implementation in the study districts. It covers: (1) school-based decision making; (2) preschool education; (3) family resource centers and youth services centers; (4) extended school services; (5) political measures; (6) superintendent selection process; (7) termination of teacher contracts; and (8) finance. The second issue focuses on school-based decision making and reports that all study districts are implementing this component on schedule. Differences exist among the districts, however, in their aggressiveness of implementation and their interpretation of the law. A survey of staff in two districts shows general support for school-based decision making. The third issue reports on the establishment of family resource centers (elementary schools) and youth services centers (secondary schools), based on visits to four centers. All centers visited were fully operational and appeared to be successfully coordinating community services. The three family resource centers were focusing on health services and parent and child education, while the youth service center was providing all six services listed in KERA. The fourth issue features KERA finance measures and analyzes how these measures have affected the study districts. The analysis reveals that education funding increased substantially in the four rural districts since the passage of KERA. Most of the new funding went to salary increases, instructional and library supplies, and programs to help at-risk students. Although it is not possible to study the equalization effects of KERA with such a small sample, per pupil revenue appeared to become more equal among three of the four districts. The fifth issue summarizes teacher focus-group discussions in each of the four school districts. The teachers were largely supportive of the basic philosophy and programs of KERA and hopeful that the legislature would stick with the law long enough for it to work. They were frustrated, anxious, and fatigued, however, from trying to make massive changes in a relatively short period of time. While some of their anxiety may be seen as a natural part of the change process, it is clear that teachers need more time, assistance, and resources if they are to keep up the present level of implementation. (KS)

ED 360 121 RC 019 226

Bernal, Martha E. Ed. Knight, George P. Ed.

*Ethnic Identity: Formation and Transmission*

*among Hispanics and Other Minorities. SUNY*

*Series, United States Hispanic Studies.*

Report No.—ISBN-0-7914-1302-0

Pub Date—93

Note—317p.

Available from—State University of New York

Press, State University Plaza, Albany, NY 12246

(paperback—ISBN-0-7914-1302-0, \$19.95).

Pub Type—Books (010) — Reports - Research

(143)

Document Not Available from EDRS.

Descriptors—Acculturation, Adolescents, \*Child Development, Children, \*Ethnicity, \*Family Influence, \*Hispanic Americans, Identification (Psychology), \*Mexican Americans, Minority Groups, Models, Self Concept, \*Socialization, Social Science Research, Theories

Identifiers—Chicanos

This book contains 14 research papers and reviews on the development of ethnic identity in childhood and adolescence and the transmission of ethnic identity within families and across family generations. The research focuses on Hispanic-

Americans, particularly Mexican-Americans; some studies include Blacks, American Indians, Asian-Americans, and Whites (Anglos). Part I discusses the childhood development of ethnic identity in relation to the development of gender and racial identity, an instrument for the assessment of ethnic identity in Mexican-American children, the relationship of ethnic identity development to cognitive development, a model of adolescent ethnic identity development based on ego identity theory, and the relationship of adolescent ethnic identity and biculturalism to school environment. Part II examines the ethnic socialization of minority group children through parental teaching about ethnicity and culture; identification issues related to the census and other demographic research; and the effects of recency of parental immigration, parental ethnic identity, ethnic intermarriage, and family acculturation on children's ethnic identity. Part III presents a model of ethnic socialization in minority children based on social learning and cognitive development theories, and discusses psychoanalytic and Piagetian perspectives on ethnic identity development. Part IV explores possible adaptive ethnic-group responses to government policies that value or devalue cultural differences, and the effects of assimilationist public policy on social research design and results. This book contains author profiles and indexes by author and subject. (SV)

ED 360 122 RC 019 229

Henry, Kenneth J. And Others  
Inputs, Processes, Outcomes: The Context for Achievement among Economically Disadvantaged Students in Appalachia.

Pub Date—16 Apr 93  
Note—76p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Achievement, \*Context Effect, \*Economically Disadvantaged, \*Family Influence, Junior High Schools, Junior High School Students, \*Middle Schools, Rural Education, Rural Schools, \*School Community Relationship, Socioeconomic Status, Student School Relationship

Identifiers—\*Appalachia, Kentucky, Middle School Students, Tennessee

This paper describes the context of education at two Appalachian middle schools and examines family, community, and school factors related to the academic success of economically disadvantaged and middle-class students. The 429 students at two rural middle schools in Appalachian Kentucky and Tennessee were assigned to low socioeconomic status (SES) and middle-class groups on the basis of whether they received free lunch or paid full price. They were designated as high achievers if they had a grade point average above 2.5 and an average standardized test score above the 50th percentile. Subjects completed the Rural School Success Inventory (RSSI) and a writing sample that reflected their aspirations and world views. Ethnographic findings illustrate the similarities between the two schools and their communities, but also indicate important differences, such as economic circumstances and the value placed on schooling. Factor analysis of RSSI data differentiated between schools, SES groups, achievement groups, and subgroups of each according to scores on five RSSI categories: family life, leisure activities (outside school), economics, health and hygiene practices, and school activities. Studies, such as this one, that illuminate the interaction among personal, sociocultural, and school-related factors are potentially more useful to policymakers than the traditional inputs-processes-outcomes paradigm. Contains 53 references and 18 data tables. (SV)

ED 360 123 RC 019 230

Foster, John  
Isomorphism: Many Paths, One Activity.

Pub Date—Apr 93  
Note—10p; Paper presented at the Annual Rocky Mountain Regional Conference of the Association for Experiential Education (5th, Boulder, CO, April 23-25, 1993).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, Elementary Secondary Education, \*Experiential Learning, Group Activities, \*Group Dynamics, \*Instruc-

tional Development, \*Learning Theories, Teaching Methods, \*Transfer of Training

Identifiers—\*Isomorphism

The creation of isomorphic activities can be accomplished when an instructor with a broad repertoire of activities applies a clear definition of purpose to a strong understanding of the clients involved. Experiential education is based on the use of experience to increase human potential. In order to capitalize on specific behaviors for focused training, experiential education often uses a simulated environment of experience, rather than "real-life" experience. The identification and linkage of similar attributes of a modeled experience with attributes in a real experience is called "isomorphism." The key to positive growth or behavior modification is in the transfer of learning from the simulated environment to future real-life behaviors. Transfer can take place at a specific, nonspecific, or metaphoric level. Many significant aspects of learning and intelligence theories apply to experiential education, including: (1) Piaget's theory of cognitive development (assimilation and accommodation); (2) Maslow's hierarchy of need (basic needs of participants); and (3) Bloom's taxonomy of cognition (level of complexity of an experience). The Tuckman model of group development is also useful in creating a learning experience based on patterns of group behaviors. Michael Glass has identified steps in the creation of isomorphic experiences that are helpful to instructors. (KS)

ED 360 124 RC 019 231

McGrew-Zoubi, Robin R.  
Forming Consortia: A Promising Approach to Restructuring in the Small School.

Pub Date—Mar 93  
Note—6p; Paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 25-27, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Change Agents, \*Consortia, \*Curriculum Development, \*Educational Change, Elementary Secondary Education, Higher Education, Professional Development, Rural Schools, School Districts, \*Shared Resources and Services, \*Small Schools

Identifiers—Oregon, Small School Districts

Small schools may resist educational reform because they view the implementation of change as too costly and time consuming. Formation of a consortium of small schools allows the pooling of staff and resources, thereby increasing capabilities while maintaining the positive attributes of small schools. In rural northeastern Oregon, eight small school districts formed a consortium to implement state-mandated changes toward a goal-based curriculum. Initially, many area teachers were skeptical about both the reform effort and the consortium. A council composed of representatives from each district and the local college received training in curriculum development, program implementation, and related matters and disseminated the information to their member districts. Teachers in each discipline worked in curriculum study groups to develop curriculum guides that blended traditional content with the outcomes-based and process-oriented goals of the statewide program. These work groups met monthly for 1 year, with college credit available to participants. Working together sparked excitement for innovative teaching practices and improved teachers' self-esteem and sense of empowerment. Continued collaboration and peer mentoring contributed to the successful implementation of the curriculum projects. Districts that were highly committed to the consortium in terms of financial support and personnel showed the greatest implementation of change. (SV)

ED 360 125 RC 019 233

Basabas-Ikaguchi, Cecilia  
The Issue of Relevant Education: Theories and Reality.

Pub Date—[91]  
Note—16p.  
Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Access to Education, Community Support, Developing Nations, Educational Finance, Foreign Countries, \*High Schools, \*Parent Participation, \*Relevance (Education), Rural Development, \*Rural Education, \*Vocational Educa-

tion—\*Philippines

The barangay high schools (BHS) in rural areas of the Philippines were established by villagers to provide relevant education that combined features of a formal academic school system with a nonformal vocational system. Historical periods of the development of the BHS system were: (1) period of introduction and experimentation (1964-69); (2) period of legalization (1970-86); and (3) period of nationalization (1986-92). These stages coincide with national social and economic reform policies. Access to education increased dramatically with expanding BHS enrollments and the increasing financial capacity of parents. However, with increasing government participation, support, control, and finally takeover of these village schools, the original features of the system have been altered and lost. During the 1960s and 1970s, the BHS curriculum was more vocational than academic. After 1986, the BHS curriculum became more academic than vocational under the direct control of the national government. Besides extending opportunities for schooling, the BHS system achieved its educational goals by providing university education to an increasing number of graduates and by preparing large numbers of its high-school leavers for work after school. Parental and community support in terms of finances and services have diminished sharply from the first period to the third period of BHS development. (KS)

ED 360 126 RC 019 234

Lee, Mary M. Ed.  
SKOLE: The Journal of the National Coalition of Alternative Community Schools, 1988-1992.

National Coalition of Alternative Community Schools.

Report No.—ISSN-9100-1139  
Pub Date—88

Note—1,374p; Photographs may not reproduce clearly.

Journal Cit—SKOLE: The Journal of the National Coalition of Alternative Community Schools; v4-8 Sum 1988-Sum 1992

Pub Type—Collected Works—Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Drama, Elementary Secondary Education, Experiential Learning, \*Field Trips, \*Home Schooling, Learning Processes, \*Movement Education, \*Nontraditional Education, \*Theater Arts

Identifiers—Summerhill School

This document consists of all eight issues of the journal SKOLE published between 1988 and 1992. This journal contains original articles and reprints related to alternatives or innovations in education; critiques of other forms of education; theories of schooling, learning, and teaching; accounts of individual schools; and "how-to" articles. Major articles in these eight issues include: (1) "Traveling with Students" (Sandy Hurst); (2) "Children's Theater as Education" (Chris Mercogliano); (3) "Teaching Creative Drama in an Alternative School Setting" (Karen Stern); (4) "A New Look at Learning" (Daniel Greenburg); (5) "Tools Critical for the Success of Homeschooling" (Peter Ernest Haiman); (6) "Movement in Education: Part 2" (David Boadella); (7) "A Comparison of Home Schooling and Conventional Schooling: With a Focus on Learner Outcomes. Part III" (Brian D. Ray); (8) "Central Park East Secondary School Where Kids Are Found-And Not Lost!" (Deborah Meier); (9) "Central Park East: An Alternative Story" (Deborah Meier); (10) "Rebuilding: First Steps" (Theodore R.Sizer); (11) "To Live (And Thus Learn These Truths): Teaching The American Constitution" (Dave Lehman); (12) "Mom, How Do I Know I'm Awake" (children's philosophy) (Charlotte Landvoigt); (13) "An Education Money Can't Buy" (Gene Lehman); and (14) "Whaddya Mean, Free?" (philosophy of the free school movement) (Mary Leue); (15) "The Community School" (Emanuel Pariser); (16) "Coalition as Community" (Chris Mercogliano); (17) "Consumerism as a Deadly Art" (Charlene Liberata); (18) "Metropolitan School of Columbus - A Twenty Year Perspective on Alternative Schools" (Lucia Vorys); (19) Elements of the Holistic Education Vision"; (20) "The Difficulty of Building Coalitions in Holistic Education" (Ron Miller); (21) "The Free School: History of the Free School" (Mary Leue); (22) "From Gaddy to Mainstream: The New Orleans Free School Twenty Years Later" (Bob Ferris); (23) "An Experience in Froebel's Garden" (Elizabeth Cole); (24) "The Community School, Camden, Maine: Maine Alternative Gives Dropouts a Way Back" (Tom Verde);



(25) "Kids, Democracy and Community" (Chris Mercogliano); (26) "Shared Spaces" (Betsy Mercogliano); (27) "Creativity" (Charlene Liberata); (28) "Peruvian Children" (Connie Frisbie-Houde); (29) "The Ecology of Childhood: A View of Summerhill School" (Matthew Appleton); (30) "The Experience of Summerhill" (Albert Lamb); (31) "The Emergence of Arthur Morgan School" (Ernest Morgan); (32) "The Free School and the Planet School" (Keiko-san Yamashita); "How To Get an Education at Home" (Pat Farenaga); "The Free School Community as Learning Resource for Conscious Living" (Mary M. Leue). (KS)

ED 360 127 RC 019 239

**Business Opportunities Enhancement Act (Draft Legislation To Amend the Buy Indian Act) To Increase Employment and Business Opportunities for Indians. Hearing before the Select Committee on Indian Affairs, United States Senate, One Hundred Second Congress, Second Session.** Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

Report No.—ISBN-0-16-039682-4; Senate-Hrg-102-905

Pub Date—2 Jul 92

Note—79p.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*American Indian Reservations, \*American Indians, Contracts, \*Economic Development, Entrepreneurship, Federal Legislation, Hearings, \*Small Businesses, Tribes. Identifiers—Bureau of Indian Affairs, \*Buy Indian Act 1908, Congress 102nd, \*Federal Contractors. A Senate hearing received testimony on amendments to the Buy Indian Act, which allows the federal government to give preference to Indian businesses when awarding contracts on reservation economic development, sets aside for small businesses all contracts below \$1 million, addresses the prompt payment concerns of contractors, and outlines procedures for self-certification of Indian firms and for resolving disputes concerning the legitimacy of particular businesses receiving preferences. Representatives of the Bureau of Indian Affairs and the Indian Health Service discussed the extent of present agency contracts with Indian firms and problems encountered in implementing the Buy Indian Act. A speaker from the National Center for American Indian Business Development discussed: (1) the bottom ranking of American Indians in a national survey of minority owned businesses; (2) previous circumvention of the Buy Indian Act by the use of "front" companies with nominal Indian owners; (3) negative educational and economic statistics from "Indian country" and their relationship to lack of economic opportunity; (4) percentage of Indian-owned firms in 15 states; and (5) positive and negative labor-force, cultural, and environmental factors affecting business development on reservations. Representatives of tribes, Indian-owned businesses, and Indian organizations spoke in support of the legislation. (SV)

ED 360 128 RC 019 240

**Early Schools in Two Townships of Black Hawk County, Iowa, USA.**

Pub Date—2 Apr 93

Note—17p.; Diagrams may not reproduce clearly.

Pub Type—Historical Materials (060)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Consolidated Schools, \*Educational Administration, \*Educational Change, \*Educational History, Elementary Secondary Education, Higher Education, Local History, \*One Teacher Schools, Public Schools, \*Rural Schools, School Districts, Small Schools.

Identifiers—\*Iowa (Black Hawk County)

This paper provides a history of early public schools in two Iowa townships. Townships are six by six mile areas of land that were established as the result of the Northwest Ordinance of 1787. The civil townships of Bennington and Cedar Falls were part of 17 townships located in Black Hawk County, Iowa. The Northwest Ordinance specified that the sale or income from a section in each township would be used by the state to build and support public schools. Additionally, an act of the Iowa Legislature in 1858 made each civil township a school

district, ensuring that the tax unit for common schools was no smaller than a township. In Bennington and Cedar Falls Townships, nine subunits were created, each containing a school. Schools were usually started by a family or teacher and were private or subscription schools that required payment per child from the family to the village. In 1872, the Iowa General Assembly allowed a township to divide into nine rural independent districts, each having a three-member local board. After 1872, many townships voted to create independent districts that consisted of nine tax units instead of one. The number of school districts in Iowa increased rapidly in the next 4 years, until this authorization was withdrawn by the General Assembly in 1876. In the mid-1930s, due to low attendance and the passage of the School District Reorganization Law, most one-room schools became part of consolidated high school districts. Diagrams illustrate changes in school districts. (LP)

ED 360 129 RC 019 245

**Leviton, Sar A. Miller, Elizabeth I. The Equivocal Prospects for Indian Reservations.** Occasional Paper 1993-2.

George Washington Univ., Washington, D.C. Center for Social Policy Studies.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—May 93

Note—79p.

Available from—Public Interest Publications, P.O. Box 229, Arlington, VA 22210 (\$6).

Pub Type—Information Analyses (070)—Reports

- Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—\*American Indian Education, \*American Indian Reservations, \*Economic Development, Elementary Secondary Education, Federal Aid, \*Federal Indian Relationship, Federal Programs, Human Capital, Job Training, Postsecondary Education, \*Public Policy, \*Tribal Sovereignty, Tribes.

Identifiers—Bureau of Indian Affairs, \*Tribal Government

This paper analyzes and evaluates federal assistance to Indians on or near reservations and recommends public policies to promote self-determination through economic development. Most Indian tribes rely on federal funds for basic necessities and services. At current funding levels, reservation residents lead lives of deprivation or opt for outmigration to achieve personal self-sufficiency. The goal of federal policy should be to raise the standard of living on reservations by expanding opportunities for individuals to function independently of the federal welfare system. A precondition to achieving this goal is the creation of effective tribal governments. The key to tribal economic success lies in taking advantage of all available federal, human, and natural resources. In particular, a comprehensive reform of reservation educational and training systems is necessary to expand self-governance initiatives. Tribes that achieve self-sufficiency will face conflicts between economic development and cultural identity. This paper provides overviews of: (1) American Indian demography; (2) the history of federal Indian policies; (3) reservation economics (employment and welfare); (4) land resources and land use (agriculture, mining, water rights, and environmental issues); (5) federal economic development programs, private investments, and reservation gambling; (6) education (schools, funding, educational attainment, achievement, tribal colleges, and use of new technologies); (7) job training programs; and (8) tribal government, courts, and taxation issues. (SV)

ED 360 130 RC 019 246

**Stropha, Susan And Others**

**The Career Ladder Program as a Catalyst for Reform.**

Pub Date—Mar 93

Note—41p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*American Indian Education, American Indians, \*Career Ladders, Change Strategies, \*Educational Change, \*Educational Improvement, Elementary Secondary Education, \*Participative Decision Making, Rural Areas, School Districts, \*School Restructuring, Teacher Evaluation

Identifiers—Ganado School District AZ, Navajo

(Nation), \*Teacher Empowerment

This report describes the Career Ladder Program at Ganado Unified School District 20, which serves approximately 2,000 students in grades K-12 in the Navajo Nation in rural northeastern Arizona. A committee of teachers and principals developed a model that influenced the evolution of the district and school system from conventional management to a quality-school management model. Program components include outcome-based education, teacher reflective practice, performance-based teacher evaluation and compensation, and a teacher evaluation model based on student outcomes. As a result of the program, positive changes have occurred in teacher empowerment, program planning and management, communication, teacher evaluation, student assessment, curriculum alignment, and professional development. A comparison between the career ladder program model and a conventional management model indicates that the career ladder program approach has led to reform at the local level, teacher empowerment, and improvement of student and teacher performance. Graphics illustrate the career ladder program model. (LP)

ED 360 131 RC 019 247

**Hodges, V. Pauline**

**Teaching At-Risk Students: A Quality Program in a Small Rural High School.**

Pub Date—Mar 93

Note—11p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*English Instruction, \*High Risk Students, High Schools, High School Students, \*Integrated Activities, Personal Narratives, \*Reading Instruction, Rural Schools, \*Small Schools, Teaching Experience, Teaching Methods, \*Writing Instruction

As in urban schools, at-risk students in rural schools may be unmotivated, lack purpose for learning, have special learning problems, or come from dysfunctional families. In this paper, an experienced teacher in a small rural Oklahoma high school describes her efforts to demonstrate that at-risk students would improve in all language areas as a result of intensive work in English, using an integrated approach to language arts. Her 20 students (including special education mainstreamed, transient, limited-English-speaking, and unmotivated students) had scored in the lower 50 percent on standardized tests. Instructional methods were based on the idea that, despite special programs, secondary students do not become better readers or writers, because they lack intensive reading practice, the background knowledge and general information that enables comprehension, writing experience and practice, and the vocabulary needed in various subjects. Elements of the approach included study skills; structure and self-discipline; a rigorous vocabulary program (including etymology); handwriting instruction; speed reading; thematic units to improve comprehension; local history; instruction in grammar and the conventions of written language as prompted by need during in-class writing assignments; and the integration of writing, speaking, and listening in every assignment. At the end of the year, students had made significant growth as measured by standardized test scores and evident improvement in self-esteem. (SV)

ED 360 132 RC 019 248

**Kessler, Anne, Ed.**

**Sharing Our Stories & Traditions. Annual Bilingual Multicultural Education Equity Conference [Report] (18th, Anchorage, Alaska, February 5-7, 1992).**

Alaska State Dept. of Education, Juneau.

Pub Date—Feb 92

Note—63p.; Photographs may not reproduce clearly.

Pub Type—Collected Works - Proceedings (021)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Alaska Natives, \*American Indian Education, American Indians, \*Bilingual Education, \*Cultural Pluralism, Elementary Secondary Education, Equal Education, \*Multicultural Education, Nonformal Education, Sex Role, \*Story Telling

Identifiers—Alaska

This proceedings describes a conference organized by the Alaska State Department of Education and the Alaska Association for Bilingual Education.

The theme of the conference emphasized the common foundation of story telling across all cultures as a way to impart learning to younger generations. A focus on language learning strategies and gender equity concerns were interwoven throughout the sessions. Over 800 educators, parents, students, and community members participated in over 100 workshops, cultural presentations, general sessions, and exhibits. The proceedings provides information on: (1) conference organization, including planning committees and conference supporters; (2) bilingual multicultural education programs in Alaska for 1991-92, listed by school district and including the name of the program coordinator and address; (3) profiles of Akabe award recipients, including educator of the year and administrators recognized for their outstanding work in bilingual education; (4) three featured presentations about story telling and the importance of ethnic, linguistic, and gender diversity; (5) a conference agenda including workshops, presentations, and cultural presentations and brief descriptions of each; (6) a student conference agenda, including workshops and poetry contest winners; and (7) conference presenters and resource persons. Contains many photographs. (LP)

ED 360 133 RC 019 249

Forbes, Roy H. And Others  
North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum.

Pub Date—Feb 93

Note—16p. Paper presented at the Annual Meeting of the Eastern Educational Research Association (February 18-20, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Academic Achievement, \*Educational Equity (Finance), \*Financial Support, \*High Schools, \*School Size, \*Secondary School Curriculum, Small Schools  
Identifiers—\*North Carolina

This paper examines the relationship between school size and funding levels in North Carolina secondary schools. Data included information from 94 secondary schools concerning classes offered, school enrollment and staffing, school size and location, funding levels, and student achievement in eight selected subjects; principal and teacher interviews in selected secondary schools and feeder elementary schools; and supportive data from state and census archives. The results are organized into two sections: the relationships of school size and funding level to depth of curriculum, and variances in student achievement across levels of school size and levels of funding. School size appears to be the most important factor in variety of curriculum and specialized courses, with larger schools providing more course offerings. In addition, funding appears to make a difference when special equipment is needed to offer a course. Regression analyses indicate that funding level was a predictor of student achievement in algebra, biology, chemistry, and geometry, while school size was a predictor of achievement in biology and physics. (LP)

ED 360 134 RC 019 250

Meekins, Merrill L. And Others  
West Virginia Adolescents' Health Risk Behaviors: Differences by Gender, Age, Grade Level, and Level of Rurality.

Appalachia Educational Lab., Charleston, W. Va. Spons. Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 93

Contract—RP91002002

Note—57p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Adolescents, Age Differences, High Schools, High School Students, \*Risk, Rural Areas, Rural Schools, \*Rural Urban Differences, Rural Youth, Secondary Education, Sex Differences, \*Student Behavior  
Identifiers—Health Behavior, Health Risk Appraisal, \*West Virginia, \*Youth Risk Behavior Survey

In 1990, the Youth Risk Behavior Survey (YRBS) was completed by a random sample of 1,448 West Virginia public-school students in grades 9-12. The sample was 51 percent male and 89 percent white. About 71 percent of subjects were aged 15-17; 39 percent were in the ninth grade. The YRBS covered behaviors producing vehicle-related or other injuries, drug and alcohol use, sexual behaviors, tobacco

use, dietary behaviors, and physical activity. A 6-point scale to measure level of rurality was developed, based on the number of enrolled students per school attendance area in square miles. Half of the subjects attended extremely rural or very rural schools. One-way analysis of variance resulted in significantly higher risk scores on the entire YRBS for males compared to females, for 12th graders compared to lower grades, and for subjects aged 16-18 compared to younger subjects. Both when subjects were clustered as three risk groups (high, average, and low) and when they were clustered as two groups (high and average), discriminant function analysis indicated that rurality was the most consistent discriminator of the groups, with higher risk being associated with less rural classification. Gender was the next most potent discriminator of risk groups, but results were affected by a few extreme scores. (SV)

ED 360 135 RC 019 253

American Indian Higher Education Consortium (AIHEC) Telecommunications Planning Project. Year One, Final Report and Recommendations.

American Indian Higher Education Consortium, Lincoln, NE.

Spons. Agency—Department of Commerce, Washington, D.C.

Pub Date—14 Apr 93

Note—135p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—American Indian Education, \*Colleges, Consortia, Cooperative Planning, \*Distance Education, \*Educational Planning, Higher Education, \*Networks, \*Telecommunications, \*Trially Controlled Education

Identifiers—\*American Indian Higher Education Consortium, Bureau of Indian Affairs Schools  
After extensive planning, the American Indian Higher Education Consortium (AIHEC) concluded that a satellite telecommunications network linking AIHEC institutions to each other and to other institutions of higher education would greatly enhance their ability to provide quality education to their students and communities. This is the first step in providing a technical and programmatic foundation for future local networks serving branch campuses and off-campus sites, as well as connections to statewide networks. This report documents the year-long planning effort that involved representatives from each of the 27 AIHEC institutions (tribally controlled and Bureau of Indian Affairs colleges) plus outside consultants. Sections cover: (1) project background and mission statement; (2) project design and procedures; (3) planning assumptions related to tribal differences and autonomy, funding sources, new technology, regional clustering, staffing, and training; (4) program and services needs assessment; (5) technical considerations in networking; (6) operational and administrative considerations related to staffing, enrollment, course procedures, and staff training; (7) governance and organizational issues; (8) operational costs and funding; (9) second year planning and objectives; (10) potential funding sources; and (11) future network developments. Recommendations in each area are summarized. Appendices include lists of AIHEC representatives and project personnel, a project timeline, sample budgets, profiles of telecommunications facilities at AIHEC institutions, and descriptions of six national distance-learning networks and three approaches to video production. (SV)

ED 360 136 RC 019 255

Special Education in Early Childhood. A Burning Issue Series Report.

National Preschool Coordination Project, San Diego, CA.; San Diego County Office of Education, CA.

Spons. Agency—California State Dept. of Education, Sacramento. Office of Migrant Education.

Pub Date—93

Note—51p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—\*Coordination, Educational Policy, \*Federal Programs, \*Identification, Labeling (of Persons), Limited English Speaking, \*Migrant Children, Migrant Education, Parent Attitudes, Parent Participation, \*Preschool Education, Puerto Ricans, \*Special Education  
The National Preschool Coordination Project's (NPCP) Interstate Coordination Committee identi-

fied problems in finding and providing special education services for preschool migrant children. They propose training for parents and migrant staff and coordination among agencies to improve services. The NPCP Subcommittee on Special Education identified the following needs: (1) improved identification of migrant students with special needs; (2) more effective placement of migrant students needing special education; (3) training of service providers; (4) appropriate practices in the delivery of services; (5) consistency in services; and (6) coordination among service providers. An essay written for parents in Spanish and English, titled "Ninos Diferentes/Different Children," encourages parents to seek services for their children and become involved in education. Also included are reprints of the following articles: (1) "Practices and Policies in the Education of Migrant Students in Special Education" (Richard A. Figueroa); (2) "The Impact of Policies for Handicapped Children on Future Early Education Policy" (James J. Gallagher); (3) "Referring Language Minority Students to Special Education" (Paula Olson); and (4) "Making Sense of Disability: Low-Income, Puerto Rican Parents' Theories of the Problem" (Beth Harry). The bibliography lists articles, ERIC resources, books and periodicals, and organizations and services. (KS)

ED 360 137 RC 019 256

Promising Practices in Early Childhood Education. Volume I.

National Preschool Coordination Project, San Diego, CA.

Spons. Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—Dec 91

Note—39p. Some graphics will not reproduce clearly.

Pub Type—Reference Materials—Directories/Catalogs (132)—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, \*Early Intervention, English (Second Language), \*Family Programs, \*Home Programs, \*Migrant Children, Migrant Education, Migrant Programs, \*Parent Education, Parenting Skills, Parent Participation, Parents as Teachers, Preschool Children, \*Preschool Education

This document describes programs that serve migrant preschool children and their families or that would be adaptable to the migrant population. Model programs illustrate trends in the direction of a "whole family" approach to early childhood education, respect for the importance of proficiency in the child's first language with regard to developing skills necessary for later learning, and a concern for the integrity of the family. Program directors emphasized the importance of working cooperatively with other community agencies to optimize the services available to migrant families. Most of the 10 program summaries contain: (1) name and address of contact person; (2) description; (3) environment or location of the program; (4) curriculum or learning plan; (5) materials needed; (6) staff needed; (7) benefits and results; (8) problems; and (9) suggestions. Additional information provided in this guide includes a description and directory of the Migrant Education Even Start Program, which integrates early childhood education and adult education, and a description of the National Preschool Coordination Project, which provides interstate coordination in the identification and development of effective educational services for preschool migrant children and their parents. (KS)

ED 360 138 RC 019 257

Research Report on Services to Preschoolers. Summary of Findings of the National Survey of State Migrant Education Programs.

National Preschool Coordination Project, San Diego, CA.; Researchable, Vienna, VA.

Pub Date—Sep 91

Note—39p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Ancillary School Services, Coordination, \*Identification, \*Migrant Children, Migrant Education, \*Migrant Programs, National Surveys, Preschool Children, \*Preschool Education, Social Services, \*State Programs, Training

In spring 1991, the National Preschool Coordination Project sent a questionnaire regarding preschool services to all state migrant education programs. Over half of the states responded. Findings indicated that: (1) there is a need for improved

identification and recruitment of migrant children aged 3-5 years; (2) the majority of jurisdictions offer needs assessment, emergency health, and social service referrals; (3) two in three jurisdictions offer parent training; (4) nearly one in two respondents think that less than half of identified children are currently receiving services; (5) current information and resources available to staff are judged to be somewhat or very inadequate by over 60 percent of respondents; (6) most states perceive a need for enhanced interstate coordination; and (7) the majority of respondents lack resources to facilitate interagency and interstate coordination and also lack curriculum in Spanish and other home languages. The report provides detailed findings for each survey question. (KS)

**ED 360 139** RC 019 258

Carr, Mary E., Ed. Morse, Susan C.  
**Personnel Training for Parents, Preschoolers, and Professionals: Working with Young Children from Migrant Families. Burning Issues Series.**  
National Preschool Coordination Project, San Diego, CA.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

Pub Date—Sep 92

Note—17p; Prepared by the Ad Hoc Committee on Training.

Pub Type—Information Analyses (070) — Guides — Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, Career Ladders, Cultural Awareness, Home Visits, \*Job Skills, Migrant Children, Migrant Education, \*Migrant Programs, Parent Education, \*Personnel Selection, Preschool Children, Preschool Education, \*Professional Development, \*Training Objectives

This information packet contains five papers related to personnel training in migrant early childhood education: (1) "Personnel Training—An Interstate Coordination Committee Report," by Mary E. Carr and Susan C. Morse, the longest of the papers, provides an overview of the best personnel practices and a discussion of training needs of migrant preschool education personnel; (2) "Together, We Can Do It!" lists vital practices for supporting and nurturing staff and families as identified by an Even Start staff; (3) "Building Bridges" describes a home-based program for migrant preschoolers and the training of its staff; (4) "Going Some Place? Career Ladders in Migrant Education," by Susan C. Morse, suggests ways to develop a career ladder for migrants in the field of education; and (5) "Cultural Fine Tuning: Tips for Home Visitors" (Susan C. Morse) offers suggestions for avoiding culture conflict when working with migrant families in their homes. The packet also lists resources for staff training. (KS)

**ED 360 140** RC 019 260

Wyer, Doug. And Others  
**Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children.**

University of Central Queensland (Australia). Faculty of Education.

Pub Date—[92]

Note—14p; Prepared by the Professional Growth Research and Teaching Group.

Pub Type—Reports - Research (143)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Cultural Isolation, \*Distance Education, \*Educationally Disadvantaged, \*Educational Needs, Elementary Secondary Education, Foreign Countries, Home Schooling, Migrant Children, \*Migrant Education, Research Problems, \*Student Mobility, Subcultures

Identifiers—Australia, \*Showmens Guild (Australia)

Children of families in the Showmen's Guild of Australasia have traveled throughout Australia for generations as their families followed show circuits. Educational provision for these children has varied enormously in the past. In 1992, the Queensland Department of Education assigned three teachers at the School of Distance Education (Brisbane) to meet the needs of this group through use of existing distance education materials and newly developed, individualized strategies and materials. The program also supplied teachers in 18 schools attended by show children during show weeks. Interviews with parents and students sought to develop an understanding of practices and issues in the provision

of education to this educationally disadvantaged group; to determine the degree of family satisfaction with present provisions; and to assess the potential of such programs for other groups of itinerant students. Data collected included children's mobility patterns, educational histories, achievement and ability levels, educational and occupational aspirations, factors affecting educational progress, perceived needs, and desired improvements to the current program. Findings reveal the social structure, expectations, and values of Showmen's Guild members and how these factors influence the provision of education to their children. Research problems related to sampling, interviewing techniques, and ethical considerations are discussed. (LP)

**ED 360 141** RC 019 261

Roberts, Nina S., Comp.  
**A Guide to Women's Studies in the Outdoors: Review of Research with Annotated Bibliography.**

Pub Date—93

Note—47p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adventure Education, Annotated Bibliographies, \*Camping, \*Females, Leadership, \*Outdoor Education, Physical Activities, Risk, Womens Athletics, \*Womens Studies

Identifiers—\*Outdoor Leadership, Outdoor Recreation

This document contains a list of authors who have published research studies pertaining to women's experiences and adventures in the outdoor environment, a complete bibliography of their publications, and a set of abstracts of a selection of these publications in a separate section. The complete bibliography includes 124 books, journal articles, research papers, doctoral dissertations, and conference papers about female participation in outdoor education, experiential education, athletics, adventure experiences, physical recreation, camping, wilderness experiences, and leadership programs. Publication dates range from 1977 to 1992; the majority of materials were published after 1985. The annotated bibliography contains 70 entries from the larger list. The list of authors includes their professional affiliations. An outline of the bibliography project, and forms for submitting further entries, are also provided. (SV)

**ED 360 142** RC 019 262

Tomlinson, J. R. G. Mortimore, Peter  
**Small, Rural and Effective: A Study of Secondary Schools. Warwick Papers on Education Policy, No. 1.**

Report No.—ISBN-0-948080-70-1

Pub Date—92

Note—68p; Based on an Invitational Seminar at the University of Warwick (Warwick, England, United Kingdom, March 1991).

Available from—Trentham Books Limited, Westview House, 734 London Road, Oakhill, Stoke-on-Trent, Staffordshire ST4 4NP England, United Kingdom.

Pub Type—Reports - Evaluative (142) — Collected Works - Proceedings (021)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Cost Effectiveness, \*Educational Policy, Foreign Countries, Institutional Evaluation, Intermediate Grades, \*Rural Schools, School Closing, School Community Relationship, \*School Effectiveness, School Size, Secondary Education, \*Secondary Schools, \*Small Schools

Identifiers—\*England

Amidst controversy over proposed school closings, Hereford and Worcester (England) local education authorities (LEA) asked for an evaluation of the effectiveness of six small rural "comprehensive" secondary schools (180-450 students) and their importance to surrounding communities. Data were collected on student achievement; teacher and school characteristics; graduation rates; student discipline; further education and employment of graduates; and attitudes of parents, students, teachers, administrators, and community members. Some very positive findings emerged. As a group, the schools attracted well qualified and experienced teachers and offered all subjects of the national curriculum. Compared to larger schools in the county, the group had higher student scores on school-leaving examinations, fewer discipline problems, and a higher percentage of graduates pursuing further education. The community made extensive use of four of the schools, and the attitudes of parents, students,

and local employers were positive. Only the smallest school had significantly higher per pupil costs than larger comparison schools. Differences among the schools are discussed, and recommendations are offered to the LEA and the schools. Educational policy issues related to cost effectiveness, unproven assumptions about school size and performance indicators, school-community relationship, and school choice are examined. A reply critiques the study and its recommendations from a policymaker's perspective. Subsequent round-table discussion focused on the generalizability of the research findings and on the overall cost-benefits of small schools. (SV)

**ED 360 143** RC 019 270

Pare, Joan  
**Unemployment and Child Abuse in a Rural Community: A Diverse Relationship.**

Pub Date—22 May 92

Note—14p; Paper presented at the National Symposium on Child Victimization (8th, Washington, DC, May 22, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Child Abuse, Employment Patterns, Family Life, Leisure Time, Parent Child Relationship, \*Rural Family, \*Seasonal Employment, \*Stress Variables, \*Unemployment

Identifiers—\*Job Stress

Both the literature and common beliefs suggest that unemployment increases family stress and child abuse. To test this idea, data were collected on monthly unemployment rate and number of child abuse complaints during 1978-91 in a rural county in the northwestern United States dependent on the lumber industry. Unexpectedly, the data showed that there was a strong negative correlation between unemployment and child abuse. Interviews with 50 families revealed that lumbering activities were usually suspended during the spring thaw, and that this period of anticipated unemployment affected families in positive ways, providing time for leisure activities and parent-child interaction. On the other hand, lumbermen worked long hours during the late summer and families in which child abuse had occurred reported increased job stress and alcohol consumption among men during this time and increased stress for wives from carrying all other responsibilities alone. Suggestions for social-work interventions during high-stress employment periods include provision of support groups for mothers, parent education, and children's activities. (SV)

**ED 360 144** RC 019 274

Ortiz, Robert W.  
**Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

Pub Date—Apr 93

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Acculturation, Child Rearing, Educational Attitudes, Elementary School Students, \*Family Life, \*Fathers, Mexican American Education, \*Mexican Americans, Parent Role, \*Parent Student Relationship, Primary Education, \*Reading Habits, Socioeconomic Status, Young Children

Identifiers—California (Los Angeles County), Hispanic American Students, Latinos, \*Writing Habits

A survey examined the reading and writing practices, educational attitudes, and family background of 38 Mexican-American fathers with children in grades K-2 in Los Angeles County public schools. Literacy practices examined included reading and writing within and outside the home, alone, or with their children. Subjects were divided into four groups based on generation in the United States (second through fifth). Most fathers, irrespective of generation status, engaged in literacy activities and viewed parents and schools as having joint responsibility for children's education. Fathers' reading and writing activities were not related to generation status or socioeconomic status, but were related to the father's length of time on present job, prior job training, and role at home. Compared to other fathers, those who shared child-care tasks with their wives



were more likely to engage in literacy activities, particularly joint literacy activities with their children. (SV)

**ED 360 145** RC 019 276

**Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts.**  
Monterey County Office of Education, Salinas, Calif.

Pub Date—Jun 93

Note—145p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors**—Activity Units, Art Activities, Class Activities, \*Cultural Education, Elementary School Students, Elementary Secondary Education, \*Family History, \*Latin American Culture, Latin American History, \*Mexican American Education, Mexican Americans, \*Migrant Education, Mythology, Religion, Secondary School Students, Self Concept, Writing Assignments  
**Identifiers**—\*Aztec (People), Hispanic American Students, \*Mexico

The curriculum presented here contains three units designed to help Mexican-American migrant students understand and value the richness of their culture, experiences, and family. Unit 1, "My Roots," examines the different components of a culture, and presents aspects of the Aztec civilization and culture. Activities include hearing a poem in Nahuatl, the original Aztec language, art activities involving pre-Columbian designs, reading and acting out Aztec myths, learning about Aztec religion and its role in Aztec culture, and reading and writing activities concerning Cortes and the Spanish conquest of Mexico. This unit contains many drawings suitable for coloring or tracing. Unit 2, "My Family," covers the roles and responsibilities of family members, traditional versus modern family, and immigration and the migrant experience. Activities include diagramming families; writing about a favorite relative, family traditions and values, and student's own or family's migration experiences; interviewing a family member; and painting family scenes. In Unit 3, "Myself," the student examines his/her own name, appearance, feelings, and room or favorite place. Activities include group discussion, journal writing, making "me" paper dolls and personal-history mobiles, exploring feelings, and drawing self and favorite place. A resource section lists 54 recommended books, summarizes the process of leading a group circle session, provides teacher and parent evaluation forms, and describes slide shows available for use with lessons. Some student materials are provided in both Spanish and English. (SV)

**ED 360 146** RC 019 299

**Kleinfeld, Judith, Ed. Wescott, Siobhan, Ed.**

**Fantastic Autone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome.**

Report No.—ISBN-0-912006-71-4

Pub Date—93

Note—381p.

Available from—University of Alaska Press, 1st Floor Gruening Bldg., Fairbanks, AK 99775-1580 (cloth, \$30-ISBN-0912006-71-4; paper, \$20-ISBN-0-912006-65-X; plus \$3 postage).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

**Descriptors**—\*Behavior Disorders, Child Behavior, \*Child Rearing, Early Childhood Education, \*Early Intervention, \*Educational Strategies, Elementary Secondary Education, \*Learning Problems, Neurological Impairments, Parent Role, Parent Student Relationship, Personal Narratives, \*Special Education, Teacher Student Relationship

**Identifiers**—\*Fetal Alcohol Syndrome

Three themes run through the accounts of parents and teachers as they relate their experiences rearing and teaching children with fetal alcohol syndrome (FAS): (1) Children with FAS can achieve far more than current negative stereotypes suggest; (2) Early intervention and excellent family care make an enormous difference to the success and happiness of children with FAS; and (3) Specific educational strategies can help alcohol-affected children learn in the classroom and the home. Through their accounts, these parents and teachers provide the "wisdom of practice," that is, lessons and inventions based in experience that can help other parents and educators devise educational strategies adapted to the unique needs of individual alcohol-affected children. Part I discusses how prenatal alcohol exposure

affects children and their families, and explains the difficulties in information processing related to many behavioral problems of children with FAS. In Part II, parents present stories about parental advocacy, the importance of early diagnosis and early intervention, and the successes of alcohol-affected children. Part III covers teaching methods, classroom techniques, strategies for mainstreaming children with FAS in a small rural school, and alternative schooling for alcohol-affected children. Part IV presents recommendations for counselors and therapists working with families of alcohol-affected children. Appendices contain an extensive outline of educational strategies for preschool, elementary, and adolescent students with FAS or alcohol effects, and a list of 74 resources (audiotapes, videotapes, books, journal articles, newsletters, and organizations). An index is included. (SV)

**ED 360 147** RC 019 300

**Banya, Kingsley**

**Implementing Educational Innovation in the Third**

**World: A West African Experience.**

Report No.—ISBN-0-7734-2234-X

Pub Date—93

Note—200p.

Available from—The Edwin Mellen Press, Box 450, 415 Ridge St., Lewiston, NY 14092-0450 (\$39.50).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

**Descriptors**—Cultural Influences, Educational Change, \*Educational Innovation, Elementary Secondary Education, Foreign Countries, Higher Education, Models, Program Evaluation, \*Program Implementation, Resistance to Change, Rural Education, Social Influences, \*Teacher Education

**Identifiers**—\*Barriers to Implementation, \*Sierra Leone

Since independence, Sierra Leone has struggled with an inherited colonial educational system that is dysfunctional and irrelevant to the needs of a largely rural population. In an effort to remedy this situation, the Bunumbu Project, sponsored by UNESCO and other international aid organizations, was begun in 1974. Involving Bunumbu Teacher's College and 20 pilot schools, the project sought to improve preservice and inservice teacher training and to produce a new elementary school curriculum with a rural bias. In the mid-1980s, program implementation and impact were evaluated using case study methodology, including observation and interviews. Findings revealed that the project was implemented via many trials and errors. Outcomes with regard to major program objectives were as follows: (1) rural curricula for pilot schools and the college were developed; (2) pilot schools were rebuilt but were not transformed into community learning centers; and (3) implementation of the adult literacy program was not successful. Program impact included teacher development, improved school conditions, technical support for local agricultural development from blacksmithing workshops associated with pilot schools, and increased administrator and teacher confidence to tackle educational and community problems. Weaknesses and problems included unclear goals, too many objectives, physical isolation, lack of feedback and participative planning, lack of personnel trained in change implementation, and lack of resources. The Fullan model of implementation used in the evaluation was not adequate for the Sierra Leone context because it neglected social, political, and cultural factors affecting the change process. Contains 145 references. (SV)

## SE

**ED 360 148**

**Williams, Mike**

**Beginning Plant Biotechnology Laboratories Using Fast Plants.**

Pub Date—Dec 90

Note—74p.

Available from—Wisconsin Fast Plants, 1630 Linden Drive, Madison, WI 53706.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Agricultural Education, Biology, Environmental Education, Environmental Influences, Higher Education, \*Laboratory

Experiments, Photosynthesis, \*Plant Growth, \*Plants (Botany), \*Science Activities, Science Education, Science Experiments, Secondary Education, Worksheets

**Identifiers**—\*Fast Plants, Germination, \*Life Cycles, Seeds

This set of 16 laboratory activities is designed to illustrate the life cycle of Brassica plants from seeds in pots to pods in 40 days. At certain points along the production cycle of the central core of labs, there are related lateral labs to provide additional learning opportunities employing this family of plants, referred to as "fast plants," at each particular stage of life. A flowchart of the activities provides the teacher with the sequence through which the students examine: the seed; planting; germination; plant thinning; photosynthesis; nutrients and the seed micro-development; vegetative development; the effects of gibberellic acid, light, and gravity on growth; floral development; pollination and bud removal; and seed and pod development. Student worksheets and corresponding teacher's guides are provided for each laboratory experiment. A glossary of 194 terms used during the experiments is provided. (MDH)

**ED 360 149** SE 053 232

**Energy, Economics, and the Environment: Case Studies and Teaching Activities for Middle School.**

Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.

Pub Date—[92]

Note—123p.

Available from—Office of School Assistance, Indiana Dept. of Education, Room 229, State House, Indianapolis, IN 46204-2798.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors**—Air Pollution, Case Studies, Conservation (Environment), Cost Effectiveness, Ecology, \*Economic Factors, Economics, Energy, \*Energy Conservation, \*Environment, Environmental Education, Integrated Curriculum, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, \*Learning Activities, \*Middle Schools, Models, Natural Resources, \*Problem Solving, Solid Wastes, Waste Disposal, Water Resources

**Identifiers**—Pollutants, Power Plants

Educators are faced with the task of teaching students to be responsible stewards of the world's natural resources. This curriculum focuses on three interrelated topics in this area: energy, economics, and the environment. The goal of this book is to: (1) teach students basic knowledge and concepts about energy, the environment, and economics; (2) teach students effective decision-making skills; and (3) to engage students in meaningful learning activities. The book is divided into five sections. The first section provides a general economic framework for analyzing environmental and energy issues. The framework is composed of three components: the relationships between production, energy and the environment; economic considerations; and methods such as regulations, taxes, subsidies, and incentives that counteract negative external forces influencing the environment. The next four sections present case studies and learning activities to attain the educational goals of the curriculum. The units investigate: solid waste using a case study of the school cafeteria; air pollution using a case study of burning leaves; energy using a case study of power plants; and natural resources stewardship using a case study about drought conditions in California. A list of 49 additional energy, economics, and environmental resources is provided. (MDH)

**ED 360 150** SE 053 362

**Conserving Soil. Revised.**

National Association of Conservation Districts, League City, Tex.; Soil Conservation Service (DOA), Washington, D.C.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date—Apr 88

Note—74p; Reprinted by permission of the U.S. Soil Conservation Service of the U.S. Dept. of Agriculture, "because of widespread interest and use by educators."

Available from—National Association of Conservation Districts Service Department, P.O. Box 855, League City, TX 77573 (\$8.50 per single copy).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Ecology, Enrichment Activities, Environmental Education, Hazardous Materials, \*Integrated Activities, Interdisciplinary Approach, Intermediate Grades, \*Learning Activities, Pollution, Science Education, Secondary Education, \*Social Studies, \*Soil Conservation, \*Soil Science, Worksheets  
 Identifiers—\*Ditto Masters, \*Environmental Issues, Erosion, Food Production

This book of enrichment materials is an interdisciplinary study of soil designed for students in grades 6-9. The materials are presented in three units. Unit 1 contains eight activities in which students investigate soil science and study the social impact of soil by examining the history of land use by local Native Americans. Unit 2 contains 10 activities in which students examine soil erosion and soil conservation. Unit 3 contains six activities that examine six issues in soil conservation. Each activity is accompanied by a corresponding ditto master for student handouts and contains background information, a list of objectives, and a list of needed supplies. A list of 19 additional resources arranged by unit is provided. Four transparencies illustrating a soil ecosystem, a soil profile, a soil map, and a land use planning map for use in Units 1 and 2 are included.

**ED 360 151** SE 053 363

Collis, K. F. Romberg, T. A.

**Collis-Romberg Mathematical Problem Solving Profiles.**

Australian Council for Educational Research, Hawthorn.

Pub Date—92

Note—72p; Part of ACER's Guideposts in Mathematics series.

Available from—Australian Council for Educational Research, P.O. Box 210, Hawthorn Victoria 3122, Australia.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

**Document Not Available from EDRS.**

Descriptors—Cognitive Measurement, Diagnostic Teaching, \*Diagnostic Tests, Foreign Countries, Intermediate Grades, Mathematical Aptitude, \*Mathematics Instruction, \*Mathematics Tests, \*Problem Solving, Secondary Education, \*Student Evaluation, Teaching Guides, Teaching Methods, Test Construction, \*Test Manuals, Thinking Skills

Identifiers—\*Collis Romberg Mathematical Problem Solv Prof, SOLO Taxonomy

Problem solving has become a focus of mathematics programs in Australia in recent years, necessitating the assessment of students' problem-solving abilities. This manual provides a problem-solving assessment and teaching resource package containing four elements: (1) profiles assessment items; (2) profiles diagnostic forms for recording individual and group information; (3) guidelines for using profiles for diagnostic assessment; and (4) suggestions for further teaching based on the student's current level of understanding. Two forms of the instrument measure the problem-solving abilities of Juniors (9-13 years) and Seniors (13-17 years) on the topics of algebra, chance and data, measurement, number, and space. Instructions are given for administering both versions of the instrument and for completing and interpreting an individual diagnostic profile. Suggestions for future learning activities are provided according to the student's SOLO level (unistructural, multistructural, relational, or extended abstract) as determined in the profile. A lengthy section is devoted to explaining the underlying theory of the SOLO Taxonomy and describing the development of the instrument. Separate documents provide the Profile A and Profile B forms of the instrument that can be used for pre- and posttest measures. Contains 32 references. (MDH)

**ED 360 152** SE 053 425

Lyon, Anne, Ed.

**TVA-A World of Resources.**

Memphis State Univ., TN. Center for Environmental Energy Education; Tennessee Valley Authority, Knoxville.

Pub Date—89

Note—747p.

Available from—Environmental Education Program, Tennessee Valley Authority, F. estry Building, Norris, TN 37828.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC30 Plus Postage.**

Descriptors—\*Conservation (Environment), Cul-

tural Interrelationships, \*Ecology, Energy, \*Environmental Education, Forestry, Integrated Activities, \*Integrated Curriculum, Interdisciplinary Approach, Junior High Schools, Junior High School Students, \*Learning Activities, \*Natural Resources, Program Descriptions, Recreation, Science Curriculum, Social Studies, Teaching Guides, Units of Study, Water Resources, Wildlife Management

Identifiers—Air Quality, Concept Maps, \*Hands on Experience

In studying the earth's natural resources and the systems governing them, students need to understand the interrelationships of resources and ecosystems. This curriculum program for junior high school students investigates the environment as a whole. It is designed to supplement existing school curricula in science and social studies by presenting activities that draw from students the concepts of interdependence, change, adaptation, energy flow, and diversity. The curriculum guide contains eight units of study: (1) Air Resources; (2) Cultural Resources; (3) Energy Resources; (4) Forest Resources; (5) Recreation Resources; (6) Water Resources; (7) Wildlife Resources; and (8) an overview unit on how the curriculum integrates the management of these resources. Each unit consists of an overview and a series of factsheets, a concept map, an activities matrix for factsheet references, students activities, a curriculum rationale, and a glossary of terms. A list of 121 additional Tennessee Valley Authority (TVA) selected references, TVA publications, curricular and book resources, resource materials, and resource organizations is included. (MDH)

**ED 360 153** SE 053 459

Riemersma, Fredericus Sytse Jozef

**Leren Oplossen van Wiskundige Problemen in het Voortgezet Onderwijs (Learning To Solve Mathematical Problems in Secondary Education).**

Amsterdam Univ. (Netherlands). Stichting Centrum voor Onderwijsonderzoek.

Report No.—ISBN-90-6813-306-3

Pub Date—6 Sep 91

Note—252p; Summary in English, p.163-176.

Available from—Foundation Kohnstamm Trust for Educational Research, Grote Bickersstraat 72, 1013 KS Amsterdam.

Language—Dutch

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Correlation, Foreign Countries, \*Heuristics, Mathematics Education, \*Mathematics Instruction, \*Metacognition, \*Problem Solving, Secondary Education, \*Secondary School Mathematics, Teaching Methods, Thinking Skills

Identifiers—\*Netherlands, Subject Content Knowledge

This study, conducted in the Netherlands, examined the effects of a problem-solving program on students' problem-solving and metacognitive skills. The program consisted of four parts involving one or more aspects of problem solving in the content areas of proportions, geometry, numbers, and solving equations and inequalities. The experimental program was implemented in seven classes from three secondary schools, and the control group consisted of seven classes from four secondary schools taking regular classes on the same subjects. Comparisons on pre- and posttest measures for the two groups indicated that students in the experimental group made better use of heuristic rules and were more reflective than students from the control group. A delayed posttest indicated that 3 months after the experimental period, the effect of the program had disappeared, implying that the positive effect of the program was temporary. A 13-page summary in English is included and a list of 161 references is provided. The appendices include the instruments and research data. (MDH)

**ED 360 154** SE 053 515

Heimlich, Joe E.

**Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin.**

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 93

Contract—R188062006

Note—9p.

Available from—ERIC/CSMEE, 1929 Kenny

Road, Columbus, Ohio 43210-1080 (\$1.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Definitions, Elementary Secondary Education, \*Environmental Education, Independent Study, \*Instructional Improvement, \*Learner Controlled Instruction, \*Learning Strategies, \*Nonformal Education, Teaching Methods, \*Teaching Models

Identifiers—\*Informal Learning

Learning activities in environmental education require the use of the physical environment or moving into nature and natural settings to explore issues of the environment. These approaches are sometimes labeled as "nonformal." This informational bulletin examines a taxonomy of four learning environments and explore the application of nonformal learning theory into practice in the arena of environmental education. The bulletin is presented in four sections. The first section establishes definitions for four learning environments: formal learning, nonformal learning, informal learning, and self-directed learning. The second section examines the roles of formal, nonformal, informal and self-directed learning related to environmental education. The third section discusses methods of improving nonformal education in environmental education by stressing the principle that learning is an individual process of meaning-making. The summary reemphasizes that learning outcomes can improve if nonformal learning is an opportunity for the learner to be active, volitional, internally mediated, and in the process of constructing meaning. (MDH)

**ED 360 155** SE 053 519

Coburn, William W.

**A Cooperative Research Group for the Study of Culture and Science Education in Developing Countries.**

Pub Date—93

Note—7p; Paper presented the UNESCO International Conference on Science Education in Developing Countries (Jerusalem, Israel, January 3-8, 1993).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Constructivism (Learning), \*Cross Cultural Studies, Cultural Traits, \*Developing Nations, Educational Philosophy, Educational Principles, Elementary Secondary Education, Foreign Countries, \*Science Education, \*Western Civilization

Identifiers—\*Science Achievement

In the West, science is assumed to be an integral part of Western culture. What interests Western educators and policy makers is achievement in science, particularly the comparative achievement in science among students of different Western nations plus Japan. Americans are constantly asking whether or not our students know as much science as Japanese and German students, for example. While educators in non-Western, developing nations share an interest in achievement, they ask other questions that rarely arise in the West, more fundamental questions about world view and the compatibility of various non-Western world views with modern science. There is also the question of what influences Western scientific thought has on traditional thought, and whether those influences are always advantageous. Several scholars from Yemen, Nigeria, Lesotho, Botswana, and the United States have formed a cooperative team to examine some of these issues. Three points addressed by the research are: (1) the fallible and subjective nature of science; (2) learning as a constructive process; and (3) cultural features shared by the United States and developing countries. (MDH)

**ED 360 156** SE 053 521

Tsopagas, John, Ed.

**Characteristics of Recent Science and Engineering Graduates: 1990. Detailed Statistical Tables. Surveys of Science Resources Series.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-92-316

Pub Date—92

Note—155p.

Available from—Division of Science Resources Studies, National Science Foundation, Washington, DC 20550.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*College Graduates, Employment Statistics, \*Engineering Education, \*Engineers, Ethnic Groups, Graduate Students, Higher Education, \*Individual Characteristics, Mail Surveys, Occupational Information, Questionnaires, Racial Differences, Salaries, \*School Demography, Science Education, Scientists, Sex Differences, Student Characteristics, Surveys, Tables (Data), Undergraduate Students

Identifiers—New Entrants Survey, \*Science Majors  
This report presents the data collected as part of the 1990 New Entrants Survey on the demographic, education, and employment characteristics of recent college graduates in science and engineering fields. A major objective of the survey was to develop national estimates and characteristics of the total population of scientists and engineers in the United States. The report is presented in three sections. The first section discusses the survey design, response rates of the sample (25,686) of science and engineering graduates in 1988 and 1989, definitions of key variables in the survey, differences of the survey results with other data sources, and sampling errors. The second section, which makes up the majority of the report, presents detailed statistical tables reporting graduate characteristics by field of degree, sex, graduate school status, employment status, racial/ethnic group, type of employer, primary work activity, and annual salaries. The tables are grouped into the following science and engineering categories: (1) 1988 bachelor's-degree recipients; (2) 1988 master's-degree recipients; (3) 1989 bachelor's-degree recipients; (4) 1989 master's-degree recipients; (5) median annual salaries of 1988 and 1989 bachelor's-degree recipients; (6) median annual salaries of 1988 and 1989 master's-degree recipients; and (7) selected employment characteristics of 1988 and 1989 bachelor's- and master's-degree recipients. The third section reproduces a copy of the questionnaire used in the survey.

ED 360 157 SE 053 523

Burgdorf, Kenneth. Celebuski, Carin A.  
**Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report.**

Westat, Inc., Rockville, MD.  
Spons. Agency—National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.

Report No.—NSF-91-27

Pub Date—Oct 90

Contract—CSI-8850357

Note—106p.

Available from—National Science Foundation, Washington, DC 20550.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*College Science, Educational Finance, \*Educational Improvement, Engineering Education, Equipment Utilization, \*Federal Aid, Financial Support, Higher Education, \*Program Descriptions, Program Effectiveness, \*Program Evaluation, Questionnaires, Science Education, \*Science Equipment, Technical Assistance

Identifiers—College Science Instrumentation Program

The College Science Instrumentation Program (CSIP) was developed to provide seed money matching funds for the acquisition of laboratory instrumentation in order to improve the quality of undergraduate science/engineering education. This report describes the impact of the program and the program characteristics during the years 1985-87. An introduction provides background information about the number of grants awarded by the CSIP program, how the program evaluation was conducted, and the instrumentation used in the evaluation. Among grantees, 434 projects were sampled and 391 responded. Among unsuccessful applicants, 375 were sampled and 311 responded. Findings showed a 450 percent return on the CSIP investment and an increase of 130,000 square feet of laboratory space at grantee institutions. Three-fifths of the unsuccessful applicants reported that they obtained funding for equipment they had hoped to receive through CSIP funds. Further findings related to CSIP impact on students, faculty, departments, and institutions. The second part of the report describes CSIP program characteristics. The program attracted a total of 3,226 proposals from 811 undergraduate colleges and universities. Overall, 86 percent of the 1985-1987 grantees reported near or full implementation of the program. Pro-

gram administration was considered fair by questionnaire respondents. Appendices include a list of CSIP site visit consultants and copies of the questionnaires sent to grantees and unsuccessful applicants. (Contains 41 tables/figures). (MDH)

ED 360 158

SE 053 533

Benhof, Richard

**Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1990. A Report to the President and Congress. Surveys of Science Resources Series.**

National Science Foundation, Washington, D.C.

Report No.—NSF-92-324

Pub Date—92

Note—215p.

Available from—Division of Science Resources Studies, National Science Foundation, Washington, DC 20550 (single copies free). Data on FFRDCs also available upon request.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—Black Colleges, Colleges, College Science, Educational Finance, Educational Trends, Engineering, \*Federal Aid, Federal Government, \*Fellowships, Financial Support, Graduate Study, \*Grants, \*Higher Education, National Surveys, \*Nonprofit Organizations, Science Education, \*Scientific Research, Undergraduate Study, Universities

Identifiers—\*National Science Foundation

The data presented in this report represent all categories of direct Federal support to institutions of higher education in the United States. The data were provided by the 15 federal agencies that account for virtually all support for science and engineering (S&E) research and development (R&D) at universities, colleges, and nonprofit institutions. The data presented are collected annually through the National Science Foundation's Survey of Federal Support to Universities, Colleges, and Nonprofit Institutions, which originated in 1965. The survey collects information on: (1) total program support in thousands of dollars (encompassing both S&E and non-S&E activities) to academic institutions; (2) total S&E support to federally funded research and development centers (FFRDCs) administered by academic institutions; and (3) R&D and R&D plant support to nonprofit institutions and associated FFRDCs. (Data on FFRDCs have not been published in this report.) The report begins with general notes on the survey and a section of technical notes explaining the scope of the survey and the organization of the report and giving definitions of the terms used. The detailed statistical tables that follow the technical notes constitute the bulk of the report and cover trends and total obligations, geographic distribution, institutions ranked in order of amount received, historically black colleges, institutional listings by state, and systems of universities and colleges. (AA)

ED 360 159

SE 053 535

Kyle, Beth Ann. And Others

**Acid Rain: A Student's First Sourcebook.**

Environmental Protection Agency, Washington,

D.C. Office of Research and Development.

Report No.—EPA/600/9-90/027

Pub Date—Jul 90

Note—63p.

Available from—Office of Research and Development, Distribution Unit, U.S. Environmental Protection Agency, Cincinnati, OH 45268.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Acid Rain, Chemistry, Earth Science, Elementary School Science, \*Environmental Education, Intermediate Grades, Junior High Schools, Learning Activities, \*Science Activities, \*Science Education, \*Science Experiments, Scientific Concepts, Scientific Literacy

Identifiers—pH

The purpose of this guide is to help students better understand the science, citizen action, and research issues that are part of the acid rain problem. The guide is designed for students in grades 4-8 and their teachers. Following an introduction, the first seven sections are informative in nature. They include: (1) "Observations about Acidity"; (2) "Defining Acid Rain"; (3) "Effects of Acid Rain on Forests"; (4) "Effects of Acid Rain on Water"; (5) "Effects of Acid Rain on Human-Made Materials"; (6) "Effects of Acid Rain on People"; and (7) "What Can Be Done." The last two sections "Experiments" and "Activities," provide the students with hands-on ex-

perience of the instructional content. The nine experiments emphasize measuring and testing pH content in various substances and observing the impact of acid rain on plants and metals. The 11 activities which may be carried out by the class as a whole or by small groups, or by individuals, include field trips, role-playing exercises, individual research projects, and planning and discussing ideas for scientific projects. A bibliography of 13 readings and 11 audio-visuals is provided; a glossary of terms concludes the guide. (PR)

ED 360 160

SE 053 536

**The Consumer's Handbook for Reducing Solid Waste.**

Environmental Protection Agency, Washington, D.C.

Note—40p.

Report No.—EPA530-K-92-003

Pub Date—Aug 92

Note—40p.

Available from—Communications Services Branch (OS-305), Office of Solid Waste, U.S. Environmental Protection Agency, 401 M Street, S.W., Washington, DC 20460.

Pub Type—Guides - General (050)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Conservation (Environment), Elementary Secondary Education, \*Environmental Education, Pollution, \*Recycling, \*Science Education, \*Solid Wastes

Identifiers—\*Composting, \*Consumer Information, Consumers

This profusely illustrated and informally written booklet describes how people can help solve a growing problem—garbage. The following 12 tips are presented: (1) Reduce the amount of unnecessary packaging; (2) Adopt practices that reduce waste toxicity; (3) Consider reusable products; (4) Maintain and repair durable products; (5) Reuse bags, containers, and other items; (6) Borrow, rent, or share items used infrequently; (7) Sell or donate goods instead of throwing them out; (8) Choose recyclable products and containers and recycle them; (9) Select products made from recycled materials; (10) Compost yard trimmings and some food scraps; (11) Educate others on source reduction and recycling practices and make your preferences known to manufacturers, merchants, and community leaders; (12) Be creative—find new ways to reduce waste quantity and toxicity. Appendix A contains source reduction alternatives for around the home, Appendix B defines reusable vocabulary, and Appendix C contains a list of Environmental Protection Agency resources. Brightly colored drawings accompany almost every page of the text. (PR)

ED 360 161

SE 053 538

Pauline, Ronald F.

**Microteaching: An Integral Part of a Science Methods Class.**

Pub Date—93

Note—13p.; Paper presented at the International Convention of the Association for the Education of Teachers in Science (Charleston, SC, January 28-31, 1993).

Pub Type—Tests/Questionnaires (160) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Check Lists, Elementary Secondary Education, Evaluation Criteria, Higher Education, \*Lesson Observation Criteria, \*Microteaching, \*Peer Teaching, \*Preservice Teacher Education, \*Science Education, Science Instruction, Science Teachers, Teaching Methods

Identifiers—Science Process Skills

Microteaching, or peer teaching, is an activity that requires science methods students to plan, teach, and evaluate a particular lesson. The peer teaching activity, although obviously similar to teaching a lesson in a traditional classroom, enables the methods students to teach to a small group of their peers, thus easily receiving constructive criticism of the lesson taught. This paper describes preparation for peer teaching, deciding on the type of lesson and evaluation forms to use, self-assessment, and the post-peer teaching interview. The importance to the peer teacher of communication skills is stressed, and the teaching strategies that have proven most successful, namely, the Illustrated Talk, the Inquiry lesson, and the Process Skills lesson are described. The following five appendices are included: (1) Communication Skills Performance Checklist; (2) Illustrated Talk Performance Checklist; (3) Inquiry Lesson Performance Checklist; (4) Process Skill Lesson Performance Checklist; and (5)



Student Feedback Form. (PR)

**ED 360 162** SE 053 539

**Improving the Teaching of Science: Staff Development Approaches. Resource Document.**  
Office of Policy and Planning (ED), Washington, DC.

Pub Date—Jan 93

Note—16p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Cooperation, Elementary School Science, Elementary Secondary Education, Higher Education, \*Inservice Teacher Education, \*Preservice Teacher Education, School Business Relationship, \*Science Instruction, Science Teachers, Secondary School Science, \*Staff Development, \*Teacher Education Programs, Teaching Methods

Science educators and the communities they serve have made the improvement of student achievement a high priority, and they have identified more effective teaching as part of the solution to this problem. This document answers the following two questions: What does the research show about effective science teaching? and What kinds of professional development opportunities exist for science teachers? Eight collaboration ventures incorporating one or more of the principles of effective professional development are described in this document; in each case the name and address of a contact person is also supplied. These collaborations are: (1) Teachers Academy for Math and Science; The Orr School Science Connection, Chicago, Illinois; (2) Dayton Public Schools and the University of Dayton, Dayton, Ohio; (3) Delta Teachers' Academy, Lower Mississippi Delta Region; (4) Juniata College & the Central Pennsylvania Association of Chemistry Teachers, Huntingdon, Pennsylvania; (5) Scope, Sequence, and Coordination Project (SS&C), Houston, Texas; (6) Tri-State Education Initiative, Iuka, Mississippi; (7) Jefferson County Public Schools, Louisville, Kentucky; and (8) Science for Early Education Development, Caltech Pre-college Science Initiative/California Institute of Technology & Pasadena Unified School District, Pasadena, California. (PR)

**ED 360 163** SE 053 541

**Learning To Meet the Science and Technology Challenge.**

President's Council of Advisors on Science and Technology, Washington, DC.

Pub Date—Dec 92

Note—56p.

Pub Type—Opinion Papers (120) — Reports - General (140)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Educational Change, \*Educational Policy, \*Educational Research, Elementary School Science, Elementary Secondary Education, Engineering Education, \*Federal Regulation, Higher Education, High Schools, \*Mathematics Education, National Programs, Science Curriculum, \*Science Education, Science Instruction, Science Teachers, Secondary School Science, Standards, Teacher Education, Teachers, Technology

**Identifiers**—America 2000, \*National Education Goals 1990

This report provides an analysis of issues and recommendations for further implementation of the National Education Goals and the America 2000 National Education Strategy related to education in mathematics, science, engineering, and technology. This report considers teachers and teaching at every level. The report focuses on the need to build a stronger foundation for understanding mathematics and science throughout society by placing special emphasis on the improvement of elementary and secondary education in these fields for all children. The titles of the chapters are: (1) "Background"; (2) "Education in Science and Mathematics: Meeting the National Education Goals"; (3) "Nurturing Special Aptitudes: Developing Superb Scientists and Engineers"; (4) "Who Shall Lead the Way? Teachers of Science, Mathematics, Engineering, and Technology"; (5) "Learning Through Research"; and (6) "Recommendations." (PR)

**ED 360 164** SE 053 543

**Winick, Ralph A. Samuel, Mary. Primary Planets and Elementary Moons: Activities for Primary Students.**

National Aeronautics and Space Administration,

RIE DEC 1993

Cleveland, Ohio. Lewis Research Center.

Pub Date—83

Note—61p.

Available from—NASA/Lewis Research Center, Cleveland, OH 44135.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Astronomy, Elementary School Science, Elementary School Students, Learning Activities, Primary Education, \*Science Activities, \*Science Instruction, Science Materials, \*Solar System, Space Exploration, \*Space Sciences

**Identifiers**—Moon, Planets  
This booklet was designed to supplement existing classroom studies on the subject of the solar system at the primary level. Science and mathematics activities for studying moons, planets, and space craft are presented. (PR)

**ED 360 165** SE 053 544

**Pathways to Excellence: A Federal Strategy for Science, Mathematics, Engineering, and Technology Education. U.S. Science, Mathematics, Engineering, and Technology Education Strategic Plan FY1994-FY1998.**

Federal Coordinating Council for Science, Engineering and Technology, Washington, DC.

Report No.—EP-288

Pub Date—93

Note—51p.

Available from—Federal Coordinating Council for Science, Engineering, and Technology, Committee on Education and Human Resources, c/o National Aeronautics and Space Administration Education Division, Office of Human Resources and Education, 300 E. Street, S.E., Washington, DC 20546.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Educational Policy, Elementary School Science, Elementary Secondary Education, Engineering Education, \*Federal Regulation, Higher Education, High Schools, \*Mathematics Education, Minority Groups, National Programs, \*Science Education, Science Instruction, Scientific Literacy, Secondary School Science, Standards, Technology

**Identifiers**—America 2000, \*National Education Goals 1990

This strategic plan, based on two years of coordinated interagency effort, presents a five-year planning framework and associated milestones that focus the plans and resources of the participating Federal agencies toward achieving the National Education Goals in terms of the competence in mathematics and science expected of all students. The Plan also identifies three tiers of program activities, presented in descending order of priority, with goals that address issues in science, mathematics, engineering, and technology education meriting special attention. Within each tier, individual agency programs play important and often unique roles that strengthen the aggregate portfolio. The following three tiers are discussed: Tier I: Reforming the Formal Education System; Tier II: Expanding Participation Access; and Tier III: Enabling Activities. Implementation of the Plan will require more effective use of extant Federal human and institutional capabilities. Monitoring the progress and performance of activities outlined in the Plan will continue. (PR)

**ED 360 166** SE 053 545

**Women in Astronomy.**

Astronomical Society of the Pacific, San Francisco, CA.

Report No.—ISSN-0047-6773

Pub Date—92

Note—51p.; Special theme issue on "Women in Astronomy."

Available from—Astronomical Society of the Pacific, Mercury Sales Dept., 390 Ashton Ave., San Francisco, CA 94112 (\$5).

Journal Cit—Mercury; v21 n1 spec iss Jan-Feb 1992

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC03 Plus Postage.**

**Descriptors**—Astronomy, Elementary Secondary Education, Employed Women, \*Females, Higher Education, Physical Sciences, \*Science Education, \*Scientists, Sex Bias, \*Sex Fairness, Sex Role, Solar System, Space Exploration, \*Space Sciences

This issue of "Mercury" is a tribute to the accomplishments of female astronomers. It is an affirmation that women can and do pursue successful

careers in the physical sciences even though some special obstacles have existed and, sadly, continue to exist in both the education process and the professional career process. The journal contains the following articles: (1) "A Historical Introduction to Women in Astronomy" (A. K. Dobson and K. Bracher); (2) "Some Glimpses from My Career" (D. Hoffleit); (3) "Henrietta Hill Swope: Variable Stars in the Milky Way and Andromeda" (B. L. Welther); (4) "One Woman's Journey" (A. M. Boesgaard); (5) "Shortchanging Girls" (N. Barlow); (6) "Discrimination in the Workplace: Results of Two Recent Surveys and Some Recommendations" (J. Price); (7) "A Male Perspective: Not Equal, Not Yet" (G. Clayton); (8) "Women Worldwide in Astronomy" (D. Hunter and V. Rubin); (9) "Forming a Local Women-In-Astronomy Group" (E. M. Alvarez del Castillo); (10) "Vera Rubin: An Unconventional Career" (S. Stephens); and (11) "Women in Astronomy: A Bibliography" (A. Fraknoi and R. Freitag). (PR)

**ED 360 167** SE 053 546

**Okebukola, Peter Akinsola. And Others. Making College Science Transparent through the Use of Concept Maps.**

Pub Date—93

Note—15p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (Atlanta, GA, April 14-17, 1993).

Pub Type—Information Analyses (070) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Biology, \*College Science, Concept Formation, Educational Research, Foreign Countries, Higher Education, \*Science Instruction, Scientific Concepts, Scientific Literacy

**Identifiers**—Concept Mapping, \*Concept Maps  
This paper provides a brief review of research on concept mapping in biology at the college level that has addressed the issues of "conceptual transparency" and "learner friendliness." For many college students, biology is "conceptually opaque." Students may memorize the characteristics of a plant, but find it difficult to identify that plant in their local environment. Categories of this paper include: (1) theoretical underpinnings and mechanics of concept mapping; (2) uses of concept maps in college science; and (3) concluding thoughts. (PR)

**ED 360 168** SE 053 547

**Hartsfield, John, Comp. Sellers, Millie, Comp.**

**An Outline of the Solar System: Activities for the Elementary Student.**

National Aeronautics and Space Administration, Cleveland, Ohio. Lewis Research Center.

Pub Date—Dec 86

Note—43p.

Available from—Aerospace Education Services Project, NASA Lewis Research Center, Cleveland, OH 44135.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—\*Astronomy, Elementary Education, \*Elementary School Science, Elementary School Students, Learning Activities, \*Science Activities, Science Instruction, Scientific Concepts, Scientific Literacy, \*Solar System, Space Exploration, \*Space Sciences

**Identifiers**—Comets, Moon, Planets  
This booklet provides information and five worksheets for elementary students studying the solar system. Fact sheets provide information on the sun, Mercury, Venus, Earth, Moon, Mars, asteroids, Jupiter, Saturn, Uranus, Neptune, Pluto, and comets. The worksheets are entitled: (1) Astronomical Unit; (2) Solar System Trivia; (3) Solar System Flash Cards; (4) Solar System Crossword; and (5) Solar System Word Search. (PR)

**ED 360 169** SE 053 548

**H.R. 4726-The Opportunities in Science & Technology Act of 1992. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology, House of Representatives, One Hundred Second Congress, Second Session.**

Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.

Report No.—ISBN-0-16-039125-3

Pub Date—23 Jun 92

Note—101p.; Portions contain small/marginally legible print.

Available from—U.S. Government Printing Office,

Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary School Science, Elementary Secondary Education, Federal Legislation, Hearings, Museums, \*Science Education, \*Science Equipment, Science Facilities, Secondary School Science, Two Year Colleges

Identifiers—Congress 102nd, \*Informal Education, Proposed Legislation, \*Science Museums

The hearing reported in this document focused on H.R. 4726, a bill concerned with improving the facilities and instructional equipment available at science-technology centers, two-year colleges, and other non-profit institutions engaged in informal and formal education in science and technology. Witnesses from three agencies (National Aeronautics and Space Administration, National Science Foundation, and Department of Energy) charged with implementing and administering the bill described how the new program relates to their agencies' current educational activities and provided an assessment of the likelihood of the bill achieving its objectives. (PR)

ED 360 170 SE 053 549

Poff, Norman O., Ed.

*Of Wings & Things. Aeronautics Information Staff & Things for Students & Teachers.*

Oklahoma State Univ., Stillwater. Aerospace Education Services Project.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date—90

Note—91p.

Available from—Aerospace Education Services Project, 300 N. Cordell, Oklahoma State University, Stillwater, OK 74078-0422.

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Aerospace Education, Aircraft Pilots, Elementary School Science, Elementary Secondary Education, Mathematics Education, Models, Physical Sciences, \*Science Activities, \*Science Education, \*Science Instruction, Scientific Concepts, Scientific Literacy, Secondary School Science

Identifiers—\*Aeronautics, Aircraft Design, Airplane Flights, \*Paper Airplanes (Toys)

This book presents information, activities, and paper models related to aviation. Most of the models and activities included use a one page, single concept format. All models and activities are designed to reinforce, clarify, or expand on a concept, easily and quickly. A list of National Aeronautics and Space Administration (NASA) Center education programs officers, a list of NASA teacher resource centers and 18 sources of additional information are provided. (PR)

ED 360 171 SE 053 550

Callison, Priscilla L. Wright, Emmett L.

*The Effect of Teaching Strategies Using Models on Preservice Elementary Teachers' Conceptions about Earth-Sun-Moon Relationships.*

Pub Date—Apr 93

Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-18, 1993).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Astronomy, Concept Formation, Earth Science, Educational Research, Elementary Education, Elementary School Science, Higher Education, Methods Courses, \*Preservice Teacher Education, \*Science Instruction, Science Teachers, Scientific Concepts, Teaching Models

Identifiers—Earth, Moon, Preservice Teachers, Sun  
This study investigated the effect of three specific hands-on teaching strategies on the attainment and alteration of preservice elementary teachers' conceptions about earth-sun-moon relationships. The subjects (n=76) were enrolled in an elementary school science methods course. The descriptive nature of this study explored: (1) the effect of two instructional strategies—those using models versus those not using models—on preservice teachers' abilities to develop models to explain the occurrence of the lunar phases; and (2) whether spatial skills and reasoning levels interact with the ability to develop explanatory models. The results of the study suggest

that models do have an effect. The group using only mental models did not show any significant change from pretest to posttest on the retention test. The group using physical models had significant categorical shifts from pretest to posttest. No significant interaction between spatial ability and model development was found. Results also suggest that concrete manipulated models appear to work best for novel situations, but that the type of models used in teaching abstract phenomena should be carefully determined. The paper concludes with several recommendations for further study. Contains 26 references. (PR)

ED 360 172 SE 053 551

Agholor, Rose Nkechi And Others

*Curriculum Reforms in Post-Secondary Science in Nigeria.*

Pub Date—Apr 93

Note—11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 14-19, 1993).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*College Science, \*Curriculum Problems, \*Educational Change, Educational Research, Foreign Countries, Higher Education, \*Science Curriculum, \*Science Education History, \*Science Instruction

Identifiers—\*Nigeria

Since attaining independence in 1960, Nigeria has attempted vigorous promotions of science education involving changes in curricula. This paper examines the impetus, nature, and impact of such curricular reforms at the post-secondary level. The historical context of these issues is provided. Issues necessitating reform and reform trends are discussed and the nature of current reforms is described. Two studies conducted in three Nigerian universities, to ascertain the perceptions of staff and undergraduates concerning the impact of reform are presented. For these studies, a total of 206 undergraduates and 15 lecturers randomly drawn from the Faculties of Science and Education were surveyed. In study 1, 86% of the students and 95% of the lecturers believed the new reform has not brought about appreciable improvement in the quality of instruction. The deplorable state of the laboratories and the lack of motivation of the lecturers were said to hinder the possibility of an improvement in the quality of instruction. The students (69.3%) and the lecturers (92.3%) hold the view that the reform has not led to an improvement in the attitude of students and has seen a lowering of course grades. In study 2, the Science Laboratory Environment Inventory was used. The students (86%) found their laboratories to be competitive in nature and far from conducive to learning science. Ninety-two percent wished the laboratories to be more structured. (PR)

ED 360 173 SE 053 552

Bleicher, Robert

*Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories.*

Pub Date—Apr 93

Note—40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 13-19, 1993).

Pub Type—Reports - Research (143) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Science, Higher Education, High Schools, \*High School Students, Physics, \*Science Education, \*Science Laboratories, Science Projects, \*Scientific Research, Secondary School Science, \*Summer Science Programs

This study was an ethnography of high school students working as apprentices in university solid state physics labs, as part of a summer science program. It was designed to explore the learning potential for high school students in such an environment. It examined the social interactions between scientists and students and how these constrain/support learning. Video-taped key laboratory instructional events and student public presentations of what they were learning in their labs were submitted to an interactional sociolinguistic analysis. Findings focused on important discourse links between presentations and lab activities. Students selected a subset of topics from a range of topics covered in lab in-

struction. Contextualization cues employed by student and scientist to make sense of Lab talk were modeled in the Presentation. Conceptual understanding in Lab was sometimes represented in Presentation appropriately, sometimes vaguely or inconsistently. The speaker's vagueness was usually not apparent to the audience of a Presentation. A learning model for high school students in research labs is proposed based on the findings. The characterization of students learning in university research labs lays a foundation for a match between doing science in such research labs and doing science in school labs. (Author)

ED 360 174 SE 053 553

National Science Education Standards: A Sampler.

National Academy of Sciences - National Research Council, Washington, D.C.

Pub Date—Nov 92

Note—69p.; For the National Science Education Standards: An Enhanced Sampler, see SE 053 554. Prepared by the National Committee on Science Education Standards and Assessment.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Decision Making, Elementary School Science, Elementary Secondary Education, \*Inquiry, Learning Theories, Problem Solving, \*Science Curriculum, \*Science Education, Science History, Science Teachers, Scientific Concepts, Scientific Literacy, Secondary School Science, \*Standards, Teacher Education

Identifiers—National Research Council, Nature of Science (NRC Standards), \*Philosophy of Science, \*Science Process Skills

The National Research Council is coordinating the development of national standards for science education in grades K through 12. By the fall of 1994, National Science Education Standards will be completed and published. The standards will contain narrative descriptions of what all students should be able to do to engage and understand the natural world. The standards will address science curriculum, teaching, and assessment and will represent the consensus of teachers and other science educators, scientists, and the general public. Chapters include: (1) Introduction; (2) "The Goals of School Science Education"; (3) "The Character of School Science"; and (4) "The Standards for School Science." (PR)

ED 360 175 SE 053 554

National Science Education Standards: An Enhanced Sampler. A Working Paper of the National Committee on Science Education Standards and Assessment.

National Academy of Sciences - National Research Council, Washington, D.C.

Pub Date—Feb 93

Note—91p.; For National Science Education Standards: A Sampler, see SE 053 553.

Available from—National Research Council, 2101 Constitution Avenue, N.W., HA 486, Washington, DC 20418.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Biology, Decision Making, Elementary School Science, Elementary Secondary Education, \*Inquiry, Learning Theories, Physical Sciences, Problem Solving, \*Science and Society, \*Science Curriculum, \*Science Education, Science History, Science Teachers, Scientific Concepts, Scientific Literacy, Secondary School Science, \*Standards, Teacher Education

Identifiers—National Research Council, \*Nature of Science (NRC Standards), Philosophy of Science, Science Process Skills

The National Research Council is coordinating the development of national standards for science education in grades K through 12. By the fall of 1994, National Science Education Standards will be completed and published. The standards will contain narrative descriptions of what all students should be able to do to engage and understand the natural world. The standards will address science curriculum, teaching, and assessment and will represent the consensus of teachers and other science educators, scientists, and the general public. The following chapters are included: (1) "Introduction"; (2) "Taking Up the Challenge"; (3) "A Framework for the Content Standards"; (4) "Fundamental Understandings and Prototype Standards for the Physical Sciences"; (5) "Fundamental Understandings for the Life Sciences"; (6) "Nature of Science"; (7) "Application of Science"; and (8) "Context of Science." (PR)

ED 360 176

SE 053 555

Zuckerman, June Trop

**Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem Solving.**

Pub Date—Apr 93

Note—39p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 17, 1993).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)**EDRS Price - MF01/PC02 Plus Postage.**Descriptors—Biology, Concept Formation, High Schools, High School Students, \*Misconceptions, \*Problem Solving, \*Science Education, \*Scientific Concepts, Secondary School Science  
Identifiers—\*Osmosis

This study focused on the knowledge of six outstanding science students who solved an osmosis problem meaningfully. That is, they used appropriate and substantially accurate conceptual knowledge to generate an answer. Three generated a correct answer; three, an incorrect answer. This paper identifies both the accurate and inaccurate conceptions about osmosis of each correct and incorrect solver. The investigation consisted of a presolving clinical interview, think-aloud solving of the problem, and retrospective report of the solving. Of the 12 accurate conceptions identified here, 2 were especially important in enabling these solvers to generate a correct answer. Of the eight inaccurate conceptions, either of two blocked a correct answer. Four, however, accompanied (and could therefore be concealed by) a correct answer. Teachers could use this information to make a meaningful solving of this problem accessible to more students and to identify more effectively students' inaccurate conceptions about osmosis. (Contains 23 references.) (Author)

ED 360 177

SE 053 556

Tanner, Joey

**Marine Biology: Ecology of the Sea. A Zephyr Learning Packet. Revised.**

Report No.—ISBN-0-913705-05-5

Pub Date—92

Note—91p.

Available from—Zephyr Press, P.O. Box 13448, 3316 N. Chapel Ave., Tucson, AZ 85732-3448 (\$19.95).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academically Gifted, Concept Formation, Elementary Education, Elementary School Science, \*Experiential Learning, Ichthyology, \*Independent Study, Interdisciplinary Approach, \*Marine Biology, Marine Education, Science Activities, Science Curriculum, \*Science Instruction, \*Scientific Concepts, Scientific Literacy

From the smallest plankton to the most massive whales, marine biology is the study of the flora and fauna, the living creatures of the ocean. This Zephyr self-directed study unit was developed to bridge the gap between students as passive learners to students as active participants. Originally developed for gifted students, these units emphasize the use of higher-level thinking skills and are appropriate for use in any classroom where the goal is to encourage students to become responsible for their own education. Interdisciplinary in content, the unit envelops a broad view of the topic by integrating the "basics" into each activity. The book contains two complete units: one created for the lower elementary gifted student (kindergarten through third grade) and one created for the upper elementary gifted student (fourth through eighth grades). Suggestions for adapting or adjusting either of the levels to fit any individual classroom are provided. Black and white drawings illustrate each page of text. (PR)

ED 360 178

SE 053 557

Vogt, Gregory L., Ed. Wargo, Michael J., Ed.

**Microgravity: A Teacher's Guide with Activities.**

Secondary Level.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—EP-280

Pub Date—Jul 92

Note—64p.; Photographs will not reproduce clearly.

Available from—Education Division, NASA Headquarters, Code FET, Washington, DC 20277-2028.

RIE DEC 1993

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Experiential Learning, \*Gravity (Physics), Science Activities, \*Science Instruction, Scientific Concepts, Secondary Education, Secondary School Science, Space Sciences, \*Space Utilization

Identifiers—\*Microgravity

A microgravity environment is one that will impart to an object a net acceleration that is small compared with that produced by Earth at its surface. In practice, such acceleration will range from about one percent of Earth's gravitational acceleration to better than one part in a million. This teacher's guide presents an introduction to microgravity, a microgravity primer discusses the fluid state, combustion science, materials science, biotechnology, and microgravity and space flight, and 12 microgravity activities (free fall demonstration; falling water, gravity and acceleration, inertial balance—2 parts, gravity driven fluid flow, candle flames, candle drop, contact angle, fiber pulling, crystal growth and microscopic observation of crystal growth). Each activity contains: the objective, background, procedure and materials needed. Some activities also includes suggested questions and further research. These activities used metric units of measure. A one-page glossary defines words used in microgravity research and 22 microgravity references are provided. The guide is amply illustrated with black and white photographs, diagrams, and drawings. (PR)

ED 360 179

SE 053 563

Mason, Diana Crawley, Frank E.

**Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Nonscience Major Chemistry Course.**

Pub Date—Apr 93

Note—17p.; Paper presented at the Annual Meeting of the National Association for the Research in Science Teaching (Atlanta, GA, April 18, 1993).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Chemical Bonding, \*Chemistry, Classroom Research, College Freshmen, \*College Science, Concept Formation, Discussion (Teaching Technique), Higher Education, \*Nonmajors, \*Remedial Instruction, \*Science Instruction, Scientific Concepts, Teaching Methods  
Identifiers—Science Education Research

This research investigated the teaching of concrete chemical concepts and procedures to beginning chemistry students. Data were collected for this study from students enrolled in a university-level course for nonscience majors (n=171). In the topic studied, chemical bonding, four different teaching strategies were investigated: remediation of basic concepts, bridging explanations, worked examples, and student-initiated discussions of concepts. Statistical analyses were used to compare each teaching strategy against the exam score on chemical bonding. Results of these comparisons indicated that none of the strategies were superior (p.05); however, each had notable strengths and weaknesses. The students in the remedial group had the worst attendance, but scored the highest of all treatment groups on the bonding exam. Students in the worked examples treatment group had the best attendance, but derived the least benefit as indicated by the smallest increase between pre- and posttests and the weakest performance on the bonding exam. (Author/PR)

ED 360 180

SE 053 564

Niaz, Mansoor

**Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability.**

Pub Date—Apr 93

Note—36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Chemistry, Cognitive Processes, \*College Freshmen, \*College Science, Concept Formation, \*Formal Operations, Higher Education, \*Problem Solving, \*Science Education, Scientific Concepts, \*Thinking Skills  
Achievement in science depends among other

factors on hypothetico-deductive reasoning ability; that is, on the developmental level of the students. Recent research indicates that developmental level of the students should be studied along with individual difference variables such as Pascual-Leone's M-capacity (information processing) and Witkin's Cognitive Style (disembedding ability). The purpose of this study was to investigate reasoning strategies of students in solving chemistry problems as a function of developmental level, functional M-capacity, and disembedding ability. A sample of freshman students (n=109) were administered tests of formal operational reasoning, functional M-capacity, disembedding ability, and chemistry problems (limiting reagent, mole, and gas laws). Results show that students who scored higher on cognitive predictor variables not only have a better chance of solving chemistry problems but also demonstrated greater understanding and used reasoning strategies indicative of explicit problem solving procedures based on the hypothetico-deductive method, manipulation of essential information and sensitivity to misleading information. It was also observed that students who score higher on cognitive predictor variables tend to anticipate important aspects of the problem situation by constructing general figurative and operative models leading to a greater understanding. Students scoring low on cognitive predictor variables tended to circumvent cognitively more demanding strategies and adopt others that helped them to overcome the constraints of formal reasoning, information processing, and disembedding ability. (Contains an annotated bibliography of 50 references.) (Author)

ED 360 181

SE 053 565

Science and Engineering Doctorate Awards: 1991.

Selected Data.

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-92-309

Pub Date—Apr 92

Note—122p.

Available from—Division of Science Resources Studies, National Science Foundation, Washington, DC 20550.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*College Science, \*Doctoral Degrees, Doctoral Programs, \*Educational Trends, \*Engineering Education, Graduates, Graduate Surveys, Higher Education, Majors (Students), School Surveys, \*Science Education, Universities

The data presented in this report show trends in doctorate production by science and engineering (S&E) field and recipient characteristics, institutions awarding doctorates, and postgraduation plans of recipients. The data comes from the Survey of Earned Doctorates (SED), which is conducted annually. Doctoral degrees such as the Ph.D. or D.Sc. are included in these surveys, but first-professional degrees such as the J.D. or M.D. are not. Data from the SED are collected directly from the individual doctorate recipients. Approximately 94% of the annual cohort of doctorate recipients responded to the questionnaire, which is distributed to them through the cooperation of the Graduate Deans. (PR)

ED 360 182

SE 053 566

Wier, Elizabeth A.

**Scientist and Teacher Partnerships in Elementary Schools.**

Pub Date—Apr 93

Note—42p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Involvement, Educational Change, Elementary Education, \*Elementary School Science, Elementary School Teachers, \*Partnerships in Education, \*School Business Relationship, \*Science Instruction, Science Teachers, \*Volunteers

This paper describes the development of a partnership project in New Castle County, Delaware, which teams scientists and other technical specialists with elementary teachers to enrich science activities in the teachers' classrooms. Interest in the project has evolved from a small, structured pilot program with 12 volunteers to a wide ranging project with approximately 150 volunteers in 14 schools. Activities of the volunteers include teach-



ing of single classes or units and serving as resources outside the classroom. Problems encountered include not enough volunteers, teachers not utilizing the volunteers for help, poor communication among program participants, and incomplete record keeping about the program. Appendixes provide examples of partnership activities, evaluation forms, and a chart listing project challenges and the solutions found so far. (Contains 15 references.) (PR)

ED 360 183 SE 053 567

**Scientific and Engineering Research Facilities at Universities and Colleges: 1992.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-92-325

Pub Date—Sep 92

Note—180p.

Available from—Division of Science Resources Studies, National Science Foundation, Washington, DC 20550 (single copy free).

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—Black Colleges, Classroom Research, College Science, \*Engineering, Higher Education, \*Research Universities, Science Education, Science Equipment, \*Science Facilities, Science Laboratories, Scientific Research, Technology

Academic research makes a key contribution to the viability and competitiveness of U.S. technology in the new global markets, as well as to the quality of life of citizens. This report provides a broad quantitative picture of the cost, availability, and the condition of existing research facilities. Data on current spending, sources of support, and future plans for construction and renovation are also included. Highlights of the report include: (1) research space at universities and colleges increased by 9% since 1988 when the first survey data were gathered; (2) from 1988 to 1992, the amount of academic research space reported as being "suitable for use in the most highly developed and scientifically sophisticated research" increased by 22%; (3) doctorate-granting institutions contained 96% of all academic science and engineering research space; and (4) the 70 research-performing historically black colleges and universities represented about 2% of the national total for research space. (PR)

ED 360 184 SE 053 568

McGinnis, J. Randy. *And Others*

**Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis.**

Pub Date—Apr 93

Note—74p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Case Studies, \*Classroom Environment, Classroom Research, \*Cultural Background, Cultural Differences, \*Decision Making, Grade 7, Grade 8, Junior High Schools, Junior High School Students, Lesson Plans, Middle Schools, Multicultural Education, Science Curriculum, \*Science Education, \*Science Teachers, Secondary School Teachers, Sex Differences, Suburbs, Teacher Attitudes, \*Teacher Behavior, Teacher Characteristics

Identifiers—Middle School Students

The purpose of this study was to explore science teacher decision-making with students of diverse populations. The research site was a suburban middle school located in the southeast. The student body consisted of African Americans, Caucasians, and international students from 62 different countries. Extensive social contextual research was performed. Case studies of two science teachers, a veteran White female life science teacher and a first-year White male earth science teacher were conducted over an extended time. The teachers, their students, a student teacher, and key informants from the school and the community participated in extensive formal interviews throughout the study period. Participant observation and videotaping data collection strategies were used to collect data in the science teachers' lessons throughout the study period. Analytic induction and the constant comparison technique were used to analyze both textual and videotaped data. Findings focused on an analysis of the teacher's decision-making conducted before, during, and after instruction. Analytic constructs describing each teacher's decision-making

were constructed. The key finding was that the teachers did not believe that consideration of their students' diverse cultural backgrounds should be included in their decision-making. The students' diversity was extolled in the social sphere; in the teaching sphere it was excluded. (Author)

ED 360 185 SE 053 569

Follette, Everette. *Smith, Marian*

**Science Process Vocabulary: Our Failure To Communicate.**

Pub Date—Oct 92

Note—8p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Custer State Park, SD, October 7-10, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Definitions, Elementary School Science, Elementary Secondary Education, \*Hypothesis Testing, \*Inferences, \*Knowledge Level, \*Observation, Process Education, Science Activities, \*Science Instruction, \*Science Teachers, Science Tests, Scientific Concepts, Secondary School Science, Teacher Characteristics, Vocabulary

Identifiers—\*Science Process Skills

When teachers search the literature for activities they can do with their students, they are exposed to science process vocabulary that is improperly used and ambiguous in meaning. This is particularly so with the science process skills of observing, inferring, and hypothesizing. This study examines the process understanding of science teachers at various levels in order to see if concerns about their misunderstandings are warranted. To accomplish this goal the Science Process Questionnaire (SPQ) was developed for assessing each teacher's understanding of science processes of observing, inferring, and hypothesizing. The SPQ was administered to 1,378 teachers in 12 states. Total percentage scores (average percentages of correct scores in response to observation inference, and hypothesis statements) are reported: preservice elementary teachers (67%), elementary teachers (70%), preservice secondary teachers (72%), secondary teachers (69%), and college science and science education teachers (77%). Ranges of percentages of correct scores were 84%-93% for observation statements, 59%-77% for inference statements, and 57%-74% for hypothesis statements. (PR)

ED 360 186 SE 053 573

Rillero, Peter

**The Revolution of Enlightenment: A Historical Case Study of Significant Educational Change through Teacher Education.**

Pub Date—Apr 93

Note—24p.; Paper presented at the Annual Conference of the National Association of Research in Science Teaching (Atlanta, GA, April 20, 1993).

Pub Type—Reports—Descriptive (141)—Historical Materials (060)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Demonstrations (Educational), \*Educational Change, Educational Philosophy, Elementary Secondary Education, Field Trips, Higher Education, Science Activities, Science Curriculum, \*Science Education History, \*Teacher Education, Teacher Educator Education, Teaching Methods, Textbooks, Theory Practice Relationship

Identifiers—Enlightenment Thought, Nature Study Movement, Normal Schools, \*Object Teaching, Pestalozzi (Johann Heinrich), Sheldon (Edward Austin), State University of New York Coll at Oswego

The object teaching revolution challenged the 19th century American education practices of learning by rote memorization and relying on the textbook and teacher for knowledge. The American version of object teaching evolved from Pestalozzi's educational philosophy of "Anschauung," which refers to learning from direct concrete observation. Early efforts to introduce object teaching in America failed because proponents of this system did not utilize teacher education. Sheldon was responsible for successfully initiating the object teaching revolution. In 1859, he introduced the system in the school system of Oswego, New York by utilizing inservice teacher education. Two years later Sheldon started a teacher training college at Oswego that appears to be the first that combined theory and practice. Sheldon and his colleagues made it their

goal to also educate teacher educators. Graduates of Oswego found employment in school districts and newly forming normal schools (teacher training schools) across America and were key reasons for the spread of object teaching. Despite the eventual decline of object teaching, it impacted art education, vocational education, and reading textbooks, and had a large impact on science education. The focus on natural objects made object teaching an early form of science education. Object teaching evolved into nature study, which later evolved into elementary school science. At all levels, science teaching methods such as field trips, demonstrations, and science laboratories were promoted by object teaching. The object teaching revolution provides evidence that meaningful educational change can occur in schools through teacher education. (Contains 55 references.) (PR)

ED 360 187 SE 053 742

Schneider, Joel. *And Others*

**Square One TV Content Analysis: Final Report (Including Season Five Show Roundup).**

Children's Television Workshop, New York, N.Y. Pub Date—Jan 93

Note—96p.; For reports of Seasons I-IV, see ED 283 682, ED 300 269, ED 331 713, and ED 348 217. For coding criteria for the content analysis, see ED 348 216. For additional reports and studies related to the SQUARE ONE TV library, see ED 339 605-614.

Pub Type—Reports—Descriptive (141)

**EDRS Price—MF01/PC04 Plus Postage.**

Descriptors—Animation, Content Analysis, Educational Games, Educational Objectives, Educational Television, Elementary School Mathematics, Elementary Secondary Education, Mathematical Applications, \*Mathematics Instruction, \*Problem Solving, Program Descriptions, Program Evaluation, Programming (Broadcast), Secondary School Mathematics, Student Attitudes, Television Viewing

Identifiers—\*Square One TV

This report summarizes the mathematical and pedagogical content of the 230 programs in the SQUARE ONE TV library after five seasons of production, relating that content to the three goals of the series: (1) to promote positive attitudes toward, and enthusiasm for, mathematics; (2) to encourage the use and application of problem-solving processes; and (3) to present sound mathematical content in an interesting, accessible, and meaningful manner. The report describes the mathematical content covered in the shows and an analysis of the 76 segments added during the fifth season. Results of the content analysis indicate that for the entire collection of segments 81% satisfy one or more of the criteria for Goal 1, 58% exhibit at least one of the three stages of problem solving of Goal 2, and 90% of the segments address Goal 3 by incorporating one or more of the series' seven mathematical areas: numbers and counting; arithmetic or rational numbers; measurement; numerical functions and relations; combinatorics; statistics and probability; and geometry. Five appendices, making up the remainder and majority of the report, contain a description of the coding of segments, complete statements of the program's goals, a list of the 230 shows, further details of segment analyses related to Goals 2 and 3, and rundowns of the fifth season's shows. (MDH)

ED 350 188 SE 053 759

Lacampagne, Carole B.

**State of the Art: Transforming Ideas for Teaching and Learning Mathematics.**

Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

Report No.—ISBN-0-16-041817-8; OR-93-3044

Pub Date—Jul 93

Note—19p.

Available from—U.S. Dept. of Education, OERI Education Information, 555 New Jersey Avenue, N.W., Washington, DC 20208-5641 (single copies free); U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328 (Stock No. 065-000-00560-3).

Pub Type—Information Analyses (070)—Guides—Non-Classroom (055)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Calculators, \*Change Agents, Computer Assisted Instruction, Computer Uses in Education, Constructivism (Learning), Cooperative Learning, \*Curriculum Development, Discussion (Teaching Technique), \*Educational Change, Educational Technology, Elementary Secondary

Education, \*Mathematics Curriculum, \*Mathematics Instruction, Microcomputers, Student Evaluation, Teaching Methods  
 Identifiers—\*NCTM Curriculum and Evaluation Standards

The implementation of the National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics" implies fundamental shifts in the teaching and learning of mathematics. Intended for those individuals who will be instrumental in the implementation of those changes—teachers, administrators, and parents—this document presents 10 ideas for transforming mathematics teaching and learning based on research and successful practical experience: (1) All students can and must learn mathematics, which should serve as a "pump," not a "filter"; (2) Teachers need to listen to students and incorporate into their instruction what they learn from listening; (3) Students learn mathematics best when they construct their own mathematical understanding; (4) Students need to learn more and different types of mathematics; (5) Mathematical discussion should be a daily part of classroom activity; (6) Teachers need to become "informed guides" to the learner; (7) Calculators, computers, and related technology can be effective tools in the teaching and learning of mathematics; (8) Students need shared learning experiences; (9) Curricular and pedagogical change in mathematics cannot occur without accompanying change in student assessment; and (10) Lasting change takes broad support. (Contains 14 references.) (MDH)

ED 360 189 SE 053 760

Sharing Success: Mathematics and Science Education.

North Carolina Univ., Greensboro. School of Education; Southeastern Regional Vision for Education (SERVE), Tallahassee, FL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 93

Contract—R168R20001; RP91002010

Note—70p.

Available from—SERVE Consortium for Mathematics and Science Education, 345 South Magnolia Drive, Suite D-23, Tallahassee, FL 32301-2950.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Algebra, Chemistry, Constructivism (Learning), \*Demonstration Programs, Educational Improvement, Educational Technology, Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, Environmental Education, Experiential Learning, Integrated Curriculum, \*Mathematics Education, Mentors, \*Program Descriptions, \*Science Education, Science Programs

Identifiers—Hands on Science

The SouthEastern Regional Vision for Education (SERVE) is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting improvement in education in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. SERVE'S Consortium for Mathematics and Science Education provides support to members of the system by providing technical assistance, linking and coordinating resources, using technology, and disseminating information about successful practices targeted for at-risk students. This document describes 28 programs that have been categorized as Programs of Excellence, Quality Programs, or Promising Programs. There were 16 Programs of Excellence, 10 Quality Programs, and 2 Promising Programs identified and reviewed. The programs cover the following topics: constructivist learning, elementary mathematics and science, environmental studies, chemistry, physics, biology, problem solving, algebra and pre-algebra, life sciences, mentoring, high school mathematics, general mathematics, and geometry. A section lists 26 exemplary programs identified by the National Diffusion Network. Contact persons are listed for each of the programs reviewed. (MDH)

ED 360 190 SE 053 787

Mullis, Ina V. S. And Others

NAEP 1992 Mathematics Report Card for the Nation and the States.

National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-88685-141-6; RN-23-ST02

RIE DEC 1993

Pub Date—Apr 93

Note—389p.

Available from—Education Information Branch, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, N.W., Washington, DC 20208-5641.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Achievement Tests, \*Educational Assessment, Elementary School Mathematics, Elementary Secondary Education, \*Mathematics Achievement, Mathematics Education, Mathematics Skills, \*Mathematics Tests, Minority Group Children, \*National Surveys, Secondary School Mathematics, Sex Differences, Student Evaluation

Identifiers—Mathematics Education Research, \*National Assessment of Educational Progress

This report presents the mathematics assessment results from the 1992 National Assessment of Educational Progress (NAEP). The assessment included nearly 250,000 fourth-, eighth-, and twelfth-grade students attending approximately 10,000 schools across the nation and the states. Students' performance is categorized into three achievement levels: Basic, Proficient, and Advanced. Among the major findings were that: (1) for the nation there were statistically significant increases in average mathematics proficiency in all grades and in both public and private schools from 1990 to 1992; (2) despite these positive findings, 60 percent of the students in grades 4, 8, and 12 were estimated to be at or above the Basic level on the 1992 mathematics assessment; (3) considerable variation in performance existed within and across states and territories; (4) increases in mathematics proficiency between 1990 and 1992 did little to alter the relative standings of the demographic groups; (5) gains were noted in the content areas of numbers and operations, measurement, geometry, data analysis, and algebra, and (6) one-fifth of the 4th graders, two-thirds of the 8th graders, and 90 percent of the 12th graders demonstrated ability in solving two-step problems involving multiplication and division. Chapter 1 contains overall achievement results for the states by grade and by state. Chapter 2 contains results for the nation and states by the demographic groups of race/ethnicity (White, Black, Hispanic, Asian/Pacific Islander, American Indian); gender; type of community (advantaged urban, disadvantaged urban, extreme rural, and other); parents' highest level of education; and type of school (public, Catholic, private). Chapter 3 contains national and state mathematical content areas of estimation, numbers and operations, measurement, geometry, statistics, algebra, and functions. The four appendices, one-third of the document, discuss NAEP's anchor-level results, the guidelines for sample participation, state contextual background factors, and an overview of the procedures used in the 1992 mathematics assessments. (MDH)

ED 360 191 SE 053 822

Dalton, Bridget And Others

Equal Opportunity Learning: Hands-On Science for Girls and Boys.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Apr 93

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Electricity, Elementary School Science, Elementary School Students, Evaluation, Females, \*Grade 4, Inquiry, Intermediate Grades, Males, \*Science Instruction, \*Sex Differences, \*Teaching Methods

Identifiers—Hands on Science

This paper presents the results of a comparison of the effects of gender on fourth-grade students' learning in hands-on science. This study is part of a 3-year classroom based project of hands-on science in 6 urban and 2 suburban classrooms (n=171). Half of the teachers used a supported-inquiry approach, and half used activity-based science to teach a hands-on science unit on electricity over a 6 week period, each completing 12 learning experiences. Both approaches engaged students in hands-on ex-

ploration. Teachers participated in a 1-day training session, followed by two after-school coaching sessions. A written electricity test was used as a pre and posttest. A diagram analysis exam was used as a posttest only (both instruments are in the appendix). There were no gender effects on the pretest, posttests, and assessment modality. (Contains 15 references.) (PR)

## SO

ED 360 192 SO 021 387

Harris, Karen Picard, Martine

Le Canada: Un pays bilingue et multiculturel.

Etudes sociales: 7e année, sujet C. Cahier de l'élève et Unité d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition).

Alberta Dept. of Education, Edmonton. Language Services Branch.

Report No.—ISBN-1-55006-184-4; ISBN-1-55006-186-0

Pub Date—90

Note—127p.

Available from—Alberta Education, Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta T5L 0L2, Canada.

Language—French

Pub Type—Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Bilingualism, Cultural Background, \*Cultural Pluralism, Foreign Countries, Grade 7, Instructional Materials, Junior High Schools, Learning Activities, \*Multicultural Education, \*North American Culture, Teaching Guides

Identifiers—\*Canada

This document, consisting of a teacher's guide and a student notebook, presents 14 lessons for secondary school students on the bilingual and multicultural nature of Canada. The teacher's guide includes general introductory instructions, discussions of the cultural heritage of the Canadians and of the individual student, explorations of Canada's bilingualism and multiculturalism, and a summary. The guide also outlines objectives, materials required, lesson steps, and follow-up activities. The student notebook includes a variety of tables, maps, and student learning activities that correspond to the lessons in the teacher guide. Topics included in this unit are cultural groups, countries of origin, stereotypes, and bilingualism. (SG)

ED 360 193 SO 021 823

Broyles, India L. Krawiec, Joanne

Maine's Approach to Global Education.

Pub Date—May 90

Note—22p.; Paper presented at the Annual Meeting of the New England Educational Research Organization, (Rockland, ME, May 2, 1990). Survey instrument not in copy received by ERIC.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, \*Curriculum Development, \*Educational Objectives, \*Educational Research, Elementary Secondary Education, \*Global Approach, \*State Surveys, Student Educational Objectives

Identifiers—\*Global Education, \*Maine

This study of Maine schools inquires into efforts that have been made to internationalize the curriculum. Specifically, the researchers were interested in how curricular goals and organization contribute to an understanding of global society. The efforts to internationalize the curriculum upon which the researchers focused included the organizational factors: (1) time allotment; (2) teacher involvement; (3) relationship to other subjects or disciplines; and (4) scope of focus on other countries/themes. Five widely accepted goals of global education also guided the research: (1) to learn about the culture and customs of other countries; (2) to address global problems; (3) to compare the similarities and differences the world's people share; (4) to analyze international organizations and national, state, and city governments; and (5) to focus on the interrelatedness of human beings. The frequency and range of foreign languages included in the curriculum are described including a comparison of intent-exploration versus proficiency. A Survey was conducted of

all Maine schools, both public and private. A 22-item list of references is included. (DB)

**ED 360 194** SO 021 826

Björstedt, Åke

**Peace Education: Perspectives from Brazil and India. An Interview with Anima Bose (India) and Zimarian Jeanne Walker (Brazil). Reprints and Miniprints No. 683.**

Lund Univ. (Sweden). Malmö School of Education. Report No.—ISSN-1100-3391  
Pub Date—Jan 90

Note—24p; Sponsored by the "Preparedness for Peace" project.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Conflict Resolution, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, \*History, Interviews, \*Peace, \*Values Education, \*War  
Identifiers—Brazil, Gandhi (Mahatma), India, Nonviolence, \*Peace Education

As a means of studying ways to help children and young people deal constructively with questions of peace and war, Anima Bose and Zimarian Jeanne Walker, who have worked to promote peace education in India and Brazil respectively, are interviewed. The influence of Gandhi on the concept of peace in India is emphasized. One cannot teach peace, it must be learned through practice. Peace education must include a form of apprenticeship where students go out into the real world to find out what violence is and what solutions are. Peace education is especially important in this day and time because all of society seems to be overcome by violence, even in entertainment. Peace must not be viewed as "no war." A nation with no war but with injustice, poverty, economic discrimination, and inequity cannot be said to have peace. The teacher is the most responsible person in any peace education course at any level. At the elementary level the examples of parents and teachers and cooperation between them is very important for teaching peace. The interviewees emphasize the lack of materials available to be used in peace education. Peace education should not be taught as a separate subject in elementary school, but included in various subjects. In higher grades it may be emphasized in one particular subject. In secondary school it can be dealt with through the study of international organization, transnational concepts, and the reality of interdependence. (DK)

**ED 360 195** SO 021 830

Björstedt, Åke

**Education for Peace as Liberation vs. Indoctrination: Do We, in Fact, Need Some "Unbalanced Teaching" To Achieve a "Balanced Learning?" An interview with Hilary Lipkin and Richard Yarwood. Reprints and Miniprints No. 693.**

Lund Univ. (Sweden). Malmö School of Education. Report No.—ISSN-1100-3391  
Pub Date—Mar 90

Note—31p; Sponsored by "Preparedness for Peace" project.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Curriculum Development, \*Educational Objectives, Elementary Secondary Education, Environmental Education, \*Ethical Instruction, Foreign Countries, \*Global Approach, Higher Education, Moral Values, \*Peace, Teacher Education Programs

Identifiers—\*Peace Education, \*United Kingdom  
As part of Sweden's Malmö School of Education's "Preparedness for Peace" project, this paper presents interviews with Hilary Lipkin and Richard Yarwood. Lipkin has served as national coordinator for "Teachers for Peace" and Yarwood ran the Peace Education Project at the Peace Pledge Union in London (England). Both of the interviewees discuss their interpretations of the term "peace education" and such related terms as "disarmament education" and "education for peace." They discuss differences between peace education for older and younger children and examine how schools can contribute to peace education. The document also includes notes about Richard Yarwood and lists some of his publications. (SG)

**ED 360 196** SO 021 838

Björstedt, Åke

**Education for Global Perspectives and Non-Violent Relations: A Selective Bibliography. Educational Document No. 100 = Undersökning för icke-valdrelationer: Exempflerande bibli-**

**ografi. Pedagogisk dokumentation Nr. 100.**

Lund Univ. (Sweden). Malmö School of Education.

Report No.—ISSN-0346-5039

Pub Date—Jan 90

Note—97p.

Language—English; Swedish

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Conflict Resolution, Environmental Education, Foreign Countries, Global Approach, Higher Education, International Relations, \*Peace, War  
Identifiers—Global Education, \*Peace Education, World Views

This document presents a selective bibliography on education for global perspectives and nonviolent relations. The major emphasis is on recent books, reports, and articles in English or in the Scandinavian languages. The document groups the literature in seven content categories and presents introductory comments both in English and in Swedish. Items include: (1) examples of monographs and collections of papers explicitly dealing with peace education; (2) examples of shorter items explicitly addressing peace education; (3) examples of study materials or study guides on peace education; (4) books and articles dealing with such related topics as international understanding or global perspectives in schools; (5) examples of publications dealing with psychological aspects of war, peace, etc.; (6) examples of items dealing more generally with global survival; and (7) examples of Malmö School of Education research and development project reports on peace education topics. (SG)

**ED 360 197** SO 022 278

**Biennial Report of the United States Institute of Peace, 1991. Submitted to the Congress and the President of the United States.**

United States Inst. of Peace, Washington, DC. Report No.—ISBN-1-878379-13-5; ISSN-1-047-5915

Pub Date—Jan 92

Note—189p.

Available from—United States Institute of Peace, 1550 M Street, N.W., Suite 700, Washington, DC 20005.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Conflict Resolution, Disarmament, \*Foreign Policy, \*Government Role, Higher Education, \*International Relations, \*Peace, War  
Identifiers—\*Peace Studies

This document is the third in a series of biennial reports on the United States Institute of Peace. The Institute devotes itself to matters of international peace based on freedom and justice. Functioning as a nonideological educational resource for policymakers and officials, the Institute does not intervene directly in the formulation or conduct of U.S. foreign policy. Principal purposes of the Institute include: (1) expanding knowledge about international conflict and peace by sponsoring research, analysis, and training; (2) disseminating such knowledge; and (3) promoting understanding of the complexities of international conflict and peace among the U.S. public. The Institute promotes its goals through grants, fellowships, research, education and training, and library and information services. As Chapter 1 of the report indicates, the Institute undertook special initiatives during fiscal years 1990 and 1991 concerning the Middle East and Eastern Europe. In addition, according to Chapter 2, the Institute continued ongoing efforts in such areas as international conflict management, arms control, East-West relations, and sources of violence. Chapter 3 describes the Institute's education and training activities and has sections entitled "Helping Educate Secondary and Postsecondary Teachers and Students" and "Training for Other Professions." Chapter 4 discusses grants, fellowships, and research programs that the Institute sponsors. Descriptions of management and corporate affairs and biographies of Institute board members and senior staff comprise Chapter 5. A chairman's statement, message from the president, an overview, and three appendices regarding the United States Institute of Peace and its enabling legislation are attached. (SG)

**ED 360 198** SO 022 597

Boeren, Ad J. M., Ed. *Epkamp, Kees P., Ed.*

**Education, Culture and Productive Life. Proceedings of the Annual International Meeting of the Centre for the Study of Education in Developing**

**Countries (25th, December 9-21, 1988). CESO Paperback No. 13.**

Centre for the Study of Education in Developing Countries, The Hague (Netherlands).

Report No.—ISBN-90-6443-981-8-geb

Pub Date—90

Note—477p.

Available from—Centre for the Study of Education in Developing Countries, Badhuisweg 232, P.O. Box 90734, 2509 LS, The Hague, The Netherlands.

Pub Type—Books (010) — Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Cultural Background, \*Developing Nations, Economic Opportunities, \*Educational Development, Educational Opportunities, Elementary Secondary Education, Foreign Countries, International Cooperation, Living Standards, Modernization, \*Quality of Life, \*Socioeconomic Influences, \*Traditionalism, Vocational Education, Womens Education, Work Experience Programs

Identifiers—Africa, Asia (Southeast), Latin America, Netherlands

This book contains the partial proceedings of a symposium dedicated to concern for basic education for the masses. The book includes a position paper that focuses on education in relation to its cultural setting, socio-economic context, and partnerships in research. The result of the meeting was the identification of research that seemed instrumental in addressing problematic issues in education in developing countries. The outcomes of the research were expected to contribute to an improvement of the accessibility, relevance, and effectiveness of education. The volume contains 28 articles written by participants in the symposium, beginning with a position paper that provides the theoretical framework. The articles are grouped into four sections. The first section (Education, Culture and Development) contains a review of the major problems that developing countries face in providing adequate and relevant education to nations, and three articles highlighting the relationships among education, culture, and development. Section 2, "Education and Culture," deals more specifically with the link between education and culture, indigenous knowledge and indigenous learning, popular culture, creating of a national identity, and the relevance of social research in intervention systems. The third section is "Education and Productive Life." Articles in this section discuss education for self employment at the primary school level, work experience programs in secondary schools, and technical and vocational training for girls. The final section discusses educational research and networking. (DK)

**ED 360 199** SO 022 627

Kozma, LuAnne Gaykowski

**Folkpatterns 4-H Leader's Guide: A Cultural Heritage Project.**

Michigan State Univ., East Lansing. Museum.

Pub Date—91

Note—62p.

Available from—Michigan 4-H Youth Programs, 6H Berkey Hall, Michigan State University, East Lansing, MI 48824 (\$12).

Pub Type—Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Cultural Background, Cultural Education, \*Folk Culture, Instructional Materials, Learning Activities, \*Local History, Nonformal Education, Teaching Guides, Youth  
Identifiers—\*4 H Programs, \*Folkpatterns

Folkpatterns is a 4-H program in which young people investigate folklore, cultural traditions, and local history. These materials include a leader's guide and Folkpatterns activities. The leader's guide provides information for leading a Folkpatterns project and 12 sample meeting plans to be used with Folkpatterns members or to be adapted for use in other settings. The activities that are described in the sample meetings in the leader's guide are included on separate sheets, along with master copies of additional materials. (DB)

**ED 360 200** SO 022 716

Ostertag, Vesna

**Strategies for Dissemination of Principles and Concepts of Education for Peace.**

Pub Date—Jun 92

Note—12p; Paper presented at the Conference for Non-Violence in Education (Moscow, Russia,



June 12-15, 1992).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Citizenship Education, \*Disarmament, Elementary Secondary Education, Global Approach, International Cooperation, \*International Education, \*International Relations, \*National Defense, \*Peace, School Role, Social Change, Student Attitudes, Violence, War, \*World Problems

Identifiers—\*Militarism

World political changes since 1988 have ended the Cold War era of constant threats of confrontation and nuclear annihilation. The culture of militarism that influenced business, industry, and education served a purpose by dividing the world into good and evil. The changes that have removed the threat of militarism require a redefinition of the peace movement. The greatest task for teachers is the conversion of the war structure into a peace structure by converting the association of peace in the context of a nuclear catastrophe to the idea of peace as man's humanity to man. Educators must be ready to eradicate physical, economic, psychological, and ecological violence. In order to promote peace education, teachers must define global, national, and personal goals that are comprehensive enough to include many aspects of peace. These include personal relationships, economic equality, the value of human rights, and the elimination of violence toward the environment. U.S. and Russian teachers should (1) define common goals of peace education for children, (2) strive to make experiences in peace education a mandatory part of the curriculum in both countries, (3) organize a course focusing on common teaching objectives, (4) develop instructional materials on peace in a multicultural mode, and (5) develop a common teacher training program. (DK)

**ED 360 201**

SO 022 743

Reid, Janet Sue

**Developing Students (K-5) Understanding through the Paideia System of the Contributions Made by Ancient Cultures to Modern Society.**

Pub Type—91

Note—63p.; Ed.D. Practicum, Nova University. Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Art Education, \*Curriculum Development, Elementary Education, Elementary School Students, \*Greek Civilization, Magnet Schools, \*Multicultural Education

Identifiers—Missouri (Kansas City), \*Paideia

A classical Greek elementary magnet school in a large urban school district has identified the need for a multicultural fine arts program reflecting the contributions of ancient cultures to modern man. The author and teachers (K-5) of this school developed a multicultural program using classical literature, visual and performing arts, history, and community resources. The program was implemented using the Paideia delivery system. Responses to teacher-made tests of cultural and biographical information indicated that students had gained an awareness and knowledge of ancient multiethnic cultures and their effects on modern man. (Author)

**ED 360 202**

SO 022 781

Eberly, Donald J., Ed.

**National Youth Service: A Global Perspective.**

National Service Secretariat, Washington, DC.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; Kellogg Foundation, Battle Creek, Mich.

Pub Date—92

Note—54p.; Materials are the advance papers and summaries of the discussions held at a global conference on national service (Racine, WI, June 18-21, 1992).

Available from—National Service Secretariat, 5140 Sherier Place, N.W., Washington, DC 20016 (\$3).

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Citizen Participation, Community Programs, Foreign Countries, Higher Education, \*Public Service, \*Student Volunteers, Youth, \*Youth Employment, Youth Opportunities, \*Youth Programs

Identifiers—Botswana, Canada, Costa Rica, France, Germany, Great Britain, National Service, Nigeria, Trinidad and Tobago, Zimbabwe

This report summarizes the national service pro-

grams and proposals discussed at the first global conference on national service held in June of 1992. Current programs include those in France and Germany where civilian service may be performed as an alternative to mandatory military service. In Nigeria university graduates perform a year of civilian service after completion of their education, while in Botswana, national service comes before attendance at a university. In Costa Rica all university students perform community service through a university program. A proposed system of national service in India would require service from government employees and college students as two groups who benefit the most from the country's resources. The goals of the conference were for those attending to become acquainted, to learn about programs in other countries, and to plan ways to stay in touch in the future. In reality, the participants were able to identify areas of general agreement and areas of difference in youth service. Several conferees presented evidence of outcomes of national service that benefited those who are served, those who serve, and society at large. Questions of responsibility for national service, the basic concept of service, and future research needs were addressed. The participants of the conference recommended international exchange and sharing of ideas and experiences as well as working together toward the development of a global youth service program that takes account of the need to implement sustainable development strategies. (DK)

**ED 360 203**

SO 022 783

Kniep, Willard, Ed. Danant, Joelle, Ed.

**Perspectives from the South in Development Education. Development Education Annual 1990/1991.**

National Clearinghouse on Development Education, New York, NY.

Report No.—ISSN-1064-6657

Pub Date—[91]

Note—49p.

Available from—National Clearinghouse on Development Education, The American Forum for Global Education, 45 John Street, Suite 1200, New York, NY 10038 (\$6).

Pub Type—Collected Works - General (020)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Developing Nations, \*Economic Development, Foreign Countries, Global Approach, Industrialization, \*International Education, International Programs, World Affairs

Identifiers—Africa, Asia, Caribbean, \*Development Education, Latin America

This annual publication presents perspectives on development education from developing nations or "Southern" countries. The following articles are included: "Development Education: Education Beyond Labels" (P. Christenson); "Synthesis and Reflections of Annual '90/91'" (J. Sommer); "Creating the World in Our Own Image: The American Media Defines Africa" (M. Mpanya); "Development Education about Africa: Decoding the Domination" (E. Aw); "InterAction Guidelines for Educating about Development" (T. Keehn; N. VanderWerf); "Understanding the Realities in Latin America & the Caribbean: An Insider's Assessment of U.S. Education Materials on the Region" (B. Taveras); "Learning about Asia by Inserting Structural Analysis in Development Education" (A. Purnomo); "Development Education within Minnesota Communities: The Role of the International Student" (D. Abebe); "Women to Women: A South-North Dialogue through Video" (C. Radomski); "The YWCA Model: An Interview with Joyce Gillilan-Goldberg"; "Development Education is a Two-Way Street: The Experience of an Indian Educator in East Tennessee" (S. Natara); "Partner in Residence at Heifer Project International: A Voice from the South. An Interview with Sule Umaru"; and "Development Education is THE Priority" (D. Korten). The volume also includes a description of two projects currently in progress: Vikramshila Resource Centre in Calcutta, India and an Asia Society Project that examines the increasingly important role that individuals and voluntary organizations play in protecting the environment, expanding the roles and rights of women, and addressing the problems of rapid urbanization in South and Southeast Asia. An evaluation questionnaire for publication concludes the document. (DB)

**ED 360 204**

SO 022 784

Garman, Barry R. And Others

**Orchestra Festival Evaluations: Interjudge Agreement and Relationships between Performance**

**Categories and Final Ratings.**

Pub Date—91

Note—8p.

Journal Cit—Research Perspectives in Music Education; n2 p19-24 Fall 1991

Pub Type—Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bands (Music), Music Activities, \*Music Education, \*Orchestras, Secondary Education, Singing, Statistical Analysis, \*Student Evaluation

Identifiers—Music Festivals, \*Music Performance

Band, orchestra, and choir festival evaluations are a regular part of many secondary school music programs, and most such festivals engage adjudicators who rate each group's performance. Because music ensemble performance is complex and multi-dimensional, it does not lend itself readily to precise measurement; generally, musical performances are evaluated subjectively, that is, reflecting either consciously or subconsciously the criteria that an individual evaluator considers most important. Allowing individual adjudicators to employ their own criteria in evaluating performance festivals, however, presents some potential problems. To help alleviate these problems, most performance festivals do two things: (1) employ more than one adjudicator, and (2) ask adjudicators to consider a common set of performance categories in arriving at a final rating. The purpose of this study was to examine the "interjudge" reliability for five groups of judges on seven rating categories on a band/orchestra adjudication form and determine the extent to which category ratings are interrelated. Interjudge reliability coefficients for three sets of judges were found to be marginally acceptable (in the .80s); those for the other two sets of judges (.67 and .54) were not. Interjudge reliability coefficients for the various category ratings were generally much lower than those for the final ratings. Two performance categories (technique and intonation) were the best predictors of final ratings. The categories "selection" and "general effect" contributed nothing toward predicting the final ratings. (Author/DB)

**ED 360 205**

SO 022 791

Foard, Douglas, Ed. Regoli, Michael, Ed.

**Columbia Quincentenary. Special Issue.**

Organization of American Historians, Bloomington, IN.

Report No.—ISSN-0882-228X

Pub Date—91

Note—69p.

Journal Cit—OAH Magazine of History; v5 n4 Spr 1991

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Elementary Secondary Education, Historiography, \*History Instruction, Instructional Materials, Teaching Methods, United States History, \*World History

Identifiers—\*Columbus (Christopher), \*Columbus Quincentenary

This special theme issue of the OAH Magazine of History contains articles that present a variety of perspectives on the Columbian Quincentenary—the 500th anniversary of Christopher Columbus's voyages of discovery. The articles include: "Exploring the Columbian Quincentenary through Historiography" (John Hebert); "Science, Religion, and Columbus's Enterprise of the Indies" (Pauline Moffitt Watts); "Columbus's Spain" (Jose Manuel Nieto Soria); "The Columbian Quincentenary: A Necessary Reassessment" (Kirkpatrick Sale); "The Hemispheric Roots of the Columbian Voyages" (Lynda N. Shaffer); "The Early Black Diaspora in the Americas: The First Century after Columbus" (Colin Palmer); "The Seeds of Change" (Herman J. Viola); "The Columbian Voyages in Historical Perspective" (Louis R. Harlan). Three lesson plans, ideas for teachers, an annotated list of ERIC/CHES educational resources concerning Columbus and the impact of his discoveries on the world, and a National History Day quincentennial supplement also are included. (DB)

**ED 360 206**

SO 022 835

Cagle, William, Ed.

**President Lincoln and His Vice-Presidents. Lincoln Era Essay Contest Eleventh Annual Winners-1992.**

Indiana Univ., Bloomington. Lilly Library.

Pub Date—92

Note—181p.

Pub Type—Information Analyses (070) — Collected Works - General (020)

# EDRS Price - MF01/PC08 Plus Postage.

Descriptors—High Schools, High School Students, Intermediate Grades, Junior High Schools, \*Presidents of the United States, \*Student Projects, Student Research, \*United States History Identifiers—Hamlin (Hannibal), Johnson (Andrew), \*Lincoln (Abraham), Student Writing, \*Vice Presidents, Writing Contests

Sponsored by an endowment to Indiana University, the Lincoln Era Essay Contest has been held since 1982. Students in grades 6 to 12 may submit essays that address some topic dealing with Abraham Lincoln's presidency. A new topic is chosen each year. Written by middle school/junior high and high school students, this year's 19 essays concern President Abraham Lincoln and his two vice-presidents: Hannibal Hamlin and Andrew Johnson. Some of the titles are: "Lincoln and His Vice-Presidents in Caricature" (E. Broxmeyer); "Lincoln, Hamlin, and Johnson" (S. Silver); and "President Lincoln's Two Great Mistakes" (J. Veverka). (DB)

# ED 360 207

SO 022 836

Baumann, Carol Edler

## Program Planning about World Affairs. A Complete "How To" Guide: from Program Ideas to Audience Applause.

American Forum for Global Education, New York, NY.

Report No.—ISBN-0-944675-47-6

Pub Date—91

Note—79p.

Pub Type—Reports - Descriptive (141)

# EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Community Organizations, International Relations, \*Program Development, Program Evaluation, Program Guides, Public Affairs Education, Social Organizations, \*World Affairs

This guide is designed for persons who need to plan education programs in world affairs for presentation to an organization. Such a person might be a program chair of a local League of Women Voters or a community Rotary Club. The guide is organized in five sections, each of which presents information on one of five steps to program planning. The five sections are: (1) Focus: What Should You Program About?; (2) Structure: How Should You Format Your Program?; (3) Speakers: Which Speakers and How To Find Them?; (4) Logistics: Where, When, and How To Program?; and (5) Publicity: How Do You Reach Your Audience? Three appendices also are included: (1) List of Selected Resources; (2) Program Planning Checklist; and (3) Press Releases. (DB)

# ED 360 208

SO 022 862

School Exchanges Present and Future. Proceedings of the Symposium (Barcelona, Spain, March 13-17, 1991). Bilan et Perspectives des Echanges Scolaires. Actes du colloque (Barcelone, Espagne, 13-17 mai 1991).

Commission of the European Communities, Brussels (Belgium).

Pub Date—Mar 91

Note—188p.; Prepared by the Human Resources, Education, Training and Youth Task Force.

Language—English; French

Pub Type—Collected Works - Proceedings (021) — Multilingual/Bilingual Materials (171)

# EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Cultural Awareness, \*Cultural Interrelationships, Cultural Pluralism, Foreign Countries, Higher Education, \*International Educational Exchange, \*International Organizations, International Relations, Migration Identifiers—\*European Community

This document sets forth the proceedings of a symposium on the subject of international educational exchanges. Part 1 of the document includes introductory remarks by Catalonia's minister of education and David Coyne of the European Commission's task force on human relations. Part 2 offers specific introductory material on political, theoretical, and pedagogical approaches to school exchanges. The third part of the document describes information on practical approaches to school exchanges. It sets out facts on bilateral and multinational exchanges and offers accounts of school exchanges. Part 4 presents working group and roundtable discussions of such topics as multiculturalism, invisible barriers, freedom of movement, and the role of electronic communication. Part 5 suggests points for further reflection and provides Da-

vid Coyne's closing remarks. Part 6 consists of a list of participants and national representatives and identifies the scientific and organization committee. (SG)

# ED 360 209

SO 022 874

Achoarena, David

## Educational Planning in Small-Area Countries: The Case of the Caribbean (Study Made on Behalf of Unesco).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ED-90/WS/9

Pub Date—Jul 89

Note—99p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Place de Fontenay, Paris 75700 France.

Pub Type—Reports - Research (143)

# EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, \*Developing Nations, \*Educational Planning, Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education Identifiers—\*Caribbean, \*Small Countries

This paper describes a study whose twofold purpose was to: (1) use the monograph approach to improve knowledge about the situation of education in small countries, particularly in the Caribbean; and (2) distill ideas and techniques to make a technical contribution to educational planning in small countries. Part 1 presents a preliminary reminder of the theoretical and methodological bases of the socio-economic analysis of small countries to explain underlying problems. Part 2 is an in-depth, comparative investigation of small countries' educational problems. The study focuses on two subgroups of islands: those of the eastern Caribbean and of the French West Indies. Part 3 presents alternatives and options open to educational planners, bearing in mind the constraints imposed by the countries' small size. The report accounts long range forward analysis. A bibliography lists 9 books, 15 articles and chapters, and 8 reports and research works. Statistical annexes comprise half the document. (SG)

# ED 360 210

SO 022 956

Teagarden, Jim. Koppes, Peggy

## Knight of the Round Table.

Marysville Unified School District 364, KS.

Pub Date—[Aug 91]

Note—8p.; Printed on paper of varied hues.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

# EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Class Activities, Elementary Education, Elementary School Students, Games, \*Goal Orientation, Instructional Materials, \*Medieval History, \*Role Playing, \*Social Studies Identifiers—\*Middle Ages

This document describes a classroom learning activity that brings together role playing, learning about the Middle Ages, and working for rewards. In the course of the activity, entitled "Knights of the Round Table," students advance by completing assignments and amassing points. Players move upwards through "serf," "page," and "squire" levels until they finally accumulate enough points to become "knights." There are different characteristics assigned to each of the roles and varying numbers of points required to advance through the game. For instance, peasants and serfs earn points called "coppers," while pages and squires can earn "silvers." Only knights can earn "golds." Each special project to which teacher and student agree is a "quest," and a student may earn a "jewel" upon completion of a special task. Students who land on specially marked spaces can draw cards marked "Merlin's Magic," while those who fail to earn at least 50% of possible points on a given day go to the "Dragon's Lair" until they earn enough points to receive three jewels. (SG)

# ED 360 211

SO 023 039

Indonesia and the Challenge of Development.

Fulbright-Hays Summer Seminars Abroad Program (November, 1991).

Institute of International Education, New York, N.Y.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Nov 91

Note—338p.

Pub Type—Collected Works - General (020) —

Guides - Classroom - Teacher (052)

# EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Cross Cultural Studies, Curriculum Development, \*Developing Nations, Elementary Secondary Education, Females, Foreign Countries, Higher Education, Instructional Materials, \*Multicultural Education, Popular Culture, Social Studies, Teacher Education Identifiers—Fulbright Hays Seminars Abroad Program, \*Indonesia

This collection of works from the Fulbright-Hays Summer Seminar presents curriculum projects and cross cultural studies developed by the participants. The 18 works deal with Indonesia and the problems facing developing nations. Subjects include tradition, popular culture, change, and economic development and its impact on women. Indonesia is compared with nations in Africa, and with the United States in a project dealing with freedom of speech, censorship, and freedom of the press. Some of the works include reference bibliographies, maps, classroom handouts, and lesson plans. Many of the items included are materials and projects for teachers to use as a basis for a lesson plan or unit. A teacher workshop agenda provides all materials necessary to hand out to students, a list of goals for the program, and the agenda and program for a teacher workshop on Indonesia. Several units consist of syllabi for university courses and include required and reserve readings, videos, and course outlines. Research proposals also are included. Plans suitable for elementary or secondary school levels include materials covering geography, history, economics, anthropology, and government. Mass communication is discussed in several works. Because of the diverse nature of the population and cultures making up Indonesia, some of the projects deal with multiculturalism, unity in diversity, and problems relating to ethnic and religious differences. (DK)

# ED 360 212

SO 023 049

Chisholm, Lynne. Bergeret, Jean-Marie

## Young People in the European Community: Towards an Agenda for Research and Policy.

Commission of the European Communities, Brussels (Belgium).

Pub Date—Jun 91

Note—140p.; A product of the Human Resources, Education, Training and Youth Task Force.

Pub Type—Reports - Descriptive (141)

# EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Child Development, Cultural Context, Educational Objectives, \*Educational Research, Elementary Secondary Education, Foreign Countries, International Relations, \*Policy Formation, \*Public Policy, Research Needs Identifiers—\*European Community

This report considers the character of youth policies, youth research, and other aspects of youth in the member states of the European Community (EC). The goal is to provide a useful basis for further Community thinking on youth matters. Section 1 of the report depicts central aspects of youth across the EC. The aim is to demonstrate how young people's lives are framed by the social, economic, political, and cultural contexts in which children grow up. Sections 2 and 3 of the report examine the nature and direction of research concerning youth in the EC and offer proposals for change. In section 2, an initial working map of the EC's research and policy perspectives enables an assessment of the ways in which the EC Commission could promote a transnational approach to youth policy and research. Section 3 translates the assessment into a set of recommendations for EC policy. All of the recommendations seek to: (1) respond to themes identified in discussions with practitioners, policymakers, and researchers as important for the future; (2) take into account the range of experience and expertise available across the EC; and (3) develop the basis for a transnational tradition for youth research and policy in Europe. Nineteen footnotes are included; an appendix and a bibliography containing 126 references are attached. (SG)

# ED 360 213

SO 023 086

Monroe, Suzanne S.

## Doors and Windows of My Mind: Thresholds of Visual Thinking.

Pub Date—[93]

Note—43p.; Some photographs may not reproduce well.

Pub Type—Dissertations/Theses - Undetermined (040)

# EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aesthetic Education, Artists, Built

RIE DEC 1993

Environment, Children, \*Creative Development, \*Creative Expression, Creativity, Creativity Research, Cross Cultural Studies, Elementary Secondary Education, Females, Higher Education, \*Material Culture, \*Metaphors, Photography, Qualitative Research, \*Semiotics, \*Visual Literacy  
Identifiers—New Mexico (Santa Fe), \*Visual Thinking

Visual thinking has been neglected with the increasing emphasis on verbal and analytical skills. There is a need to provide balance in curriculum content and instructional evaluation related to visual imagery skills. In order to draw upon students' diverse talents and thinking capacities, educators must honor and respect alternative thinking and learning styles. Support and encouragement of visual thinkers is needed from preschool through adult years. The study of material culture as a context for both visual and verbal language learning is important in social studies and the fine arts. A review of literature provides an overview of what researchers in education, anthropology, psychology, and art education have found most significant regarding visual thinking. The issue can best be explored from a cross-cultural and cross-disciplinary perspective. The power of art and community to present symbols and metaphor is explored from a philosophical and biological viewpoint. Research suggests that shapings are the key to understanding child art, and that the human brain spontaneously comprehends visual stimuli. Differences between scientific and artistic approaches to qualitative research are enumerated. Photography provides a means of gaining insight into material culture and the relationships reflected by that culture. An exploration of visual thinking in three different cultures through a qualitative research methodology is proposed. Preschoolers and adult artists from Navaho, Pueblo, and Anglo cultures would be observed, interviewed, and photographed for a year. The research project would seek to discover how each creator arrives at individual meaning within the cultural context. (Contains 22 references.) (DK)

**ED 360 214** SO 023 091

Blodgett, Jack

**REACH Report to the Rockefeller Foundation.**

Revised.

Rural Education Alliance for Collaborative Humanities, Clemson, SC.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—30 Nov 92

Note—184p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Computer Networks, \*Cultural Awareness, Curriculum Enrichment, Government Publications, \*Professional Development, \*State History, \*State Programs, \*Teacher Improvement, Tutoring, Writing Improvement

Identifiers—"South Carolina

This document summarizes the activities of REACH, the Rural Education Alliance for Collaborative Humanities. REACH is an effort to strengthen rural education in South Carolina through writing and the study of local history and culture. Among REACH projects are the REACH School Programs, fostering student created research on the history and lifestyles of the state's communities. The South Carolina Network for Educational Telecomputing links teachers, students, scholars, and others into an interactive learning community. South Carolina's Cultural Memory, another REACH campaign, is a summer teacher development institute series focusing on South Carolina's cultures. REACH's South Carolina Curriculum Congress is a professional development program for teachers, college faculty, state agencies, business, and parents. South Carolina Cross-Age Tutoring enables students to learn by having them teach. Writing and Performing Across Cultures uses improvisation and drama to motivate students and improve writing. Writing for the Public involves students in collecting, analyzing, and rewriting public documents. The report includes sections on "Accomplishments and Primary Areas of Impact," collections of exhibits relating to ongoing projects, and bylaws and other materials concerning the Curriculum Congress. A basic evaluation packet for the project, "Transforming Stories for Many Voices," includes a summary of Project REACH, descriptions of individual projects, a basic assessment model, and implementation strategies. (SG)

R1E DEC 1993

**ED 360 215** SO 023 093

Kates, Erika

**More than Survival: Access to Higher Education for Low Income Women.**

Center for Women Policy Studies, Washington, D.C.

Report No.—ISBN-1-877966-06-1

Pub Date—91

Note—30p.

Available from—Center for Women Policy Studies, 2000 P Street, N.W., Suite 508, Washington, DC 20036 (\$15).

Pub Type—Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors—Attitude Measures, Higher Education, \*Nontraditional Students, \*Poverty, Social Science Research, Student Attitudes, \*Student Financial Aid, \*Welfare Services, \*Womens Education

Identifiers—Aid to Families with Dependent Children

This monograph describes the preliminary findings of two studies concerning the experiences of low income women who attended college in Massachusetts. The first study, conducted in 1986, examined the combined effects of public assistance and student financial aid upon the lives of women who attended college. A 1990 study explored the assumption that higher education results in higher income levels for women. Results of the research suggest that recipients of Aid to Families with Dependent Children (AFDC) tend to be among the poorest of the older women in college and they tend to take the longest to graduate. Furthermore, a college degree in the liberal arts or a more technical or specialized field can enhance economic opportunity for low income women. The research also suggests that a college education increases satisfaction with work and life in general. Policy conflicts continue to exist with regard to older women in higher education, and further research remains to be undertaken. Eighteen endnotes are included and 28 references are attached. (SG)

**ED 360 216** SO 023 095

White, Patricia E. Lewis, Laurie L.

**Survey on Undergraduate Education in Sociology.**

Higher Education Surveys Report. Survey Number 15—Sociology.

Westat, Inc., Rockville, MD.

Spons Agency—Department of Education, Washington, DC; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date—Dec 92

Contract—SRS-8520082; SRS-9000374

Note—66p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Department Heads, Educational Assessment, Educational Research, Educational Trends, \*Faculty, Higher Education, Intellectual Disciplines, Majors (Students), School Surveys, \*Sociology, \*Undergraduate Study

This document presents the results of a survey questionnaire of undergraduate education in sociology sent in spring 1991 to a nationally representative sample of 597 four-year colleges and universities. The data from 502 responding four-year colleges and universities (out of 529 eligible institutions) were weighted to provide national estimates about instructional staff, computer resources, course offerings, and issues and concerns in undergraduate education in sociology. Results showed that most of the nation's four-year colleges and universities had sociology programs, and that most institutions with sociology programs offered bachelor's degrees in the subject. Twenty percent offered master's degrees, 10% doctorates, and 5% associate degrees. About half of the chairs of departments with sociology programs stated that the number of students who declared a major in sociology had increased in the last five years. When evaluating components of undergraduate education in sociology, department chairs assessed curriculum and faculty/staff resources more positively than the academic preparation and interest and motivation of students. The academic preparation of entering freshmen was ranked as the most important issue of concern to chairs of departments with sociology programs. Other issues ranked as major concerns were student interest and motivation, computer background of students, recruiting and retention of qualified faculty, and appropriateness of class size for introductory courses. All students had access to

campus-wide computer resources, but only 37% of respondents stated their department offered undergraduates access to departmental computers. Full time faculty members teaching sociology to undergraduates were 84% White, non-Hispanic; 8% Black, non-Hispanic; 4% Hispanic; 3% Asian; and 1% nonresident alien. A mean of 82% of the instructional contact hours was taught by full-time faculty. (DK)

**ED 360 217** SO 023 142

**U.S. Trade Policy: Competing in a Global Economy. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.**

Brown Univ., Providence, RI. Center for Foreign Policy Development.

Spons Agency—Pew Charitable Trusts, Philadelphia, PA.

Pub Date—Feb 93

Note—49p.

Available from—Choices for the 21st Century, Center for Foreign Policy Development, Brown University, Box 1948, Providence, RI 02912 (\$8).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Citizen Participation, \*Citizenship Education, \*Economics, \*Foreign Policy, \*International Trade, \*International Trade Vocabulary, Public Opinion, Secondary Education, Social Studies, World Affairs

Identifiers—General Agreement on Tariffs and Trade, North American Free Trade Agreement

This document contains a student text, teacher outline, and lesson plan that places beliefs and values at the center of the national discussion on trade policy. The focus of the unit is particularly relevant with the emergence of U.S. trade policy as a vital public issue. In 1993, two key elements of U.S. trade policy—the North American Free Trade Agreement (NAFTA) and the General Agreement on Tariffs and Trade (GATT) will occupy a prominent position on the national agenda. This course can provide students with the tools to express their views on these important topics. At the core of the unit is a framework of three options for U.S. trade policy. By exploring a wide ranging spectrum of alternatives, students gain a deeper understanding of the values underlying specific policy recommendations. The background readings are intended to introduce students to the terms and concepts essential to a basic understanding of international trade. Part 1 uses the history of television manufacturing as a context for considering changes in the U.S. position in the global economy since World War II. Part 2 allows students to reflect on the impact of shifting trade patterns on the lives of four U.S. citizens. The unit contains a five-day lesson plan and student activities. The lesson plan calls on students to analyze the global economic changes that have shaped the direction of the television industry. The lesson plan concludes with students developing their own options. An official description of NAFTA and an explanation of the ongoing GATT negotiations also is included. (DK)

**ED 360 218** SO 023 143

**Changes in the Former Soviet Union: Debating U.S. Aid. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.**

Brown Univ., Providence, RI. Center for Foreign Policy Development.

Spons Agency—Pew Charitable Trusts, Philadelphia, PA.

Pub Date—Apr 93

Note—60p.

Available from—Choices for the 21st Century, Center for Foreign Policy Development, Brown University, Box 1948, Providence, RI 02912 (\$8).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Citizen Participation, \*Citizenship Education, \*Economics, Foreign Countries, \*Foreign Policy, \*International Relations, Public Opinion, Secondary Education, Social Studies, World Affairs

Identifiers—\*Foreign Aid, Marshall Plan, Perestroika, \*Russia, USSR

This unit of study allows students and teachers to step back from the confusing media reports of the day-to-day turmoil in the former Soviet Union (FSU) and to examine it from a more thoughtful vantage point. The unit focuses on the most impor-



tant instrument of U.S. policy toward the FSU—economic assistance. At the core of the unit are four distinct options for U.S. aid policy. Each option contains a different perspective on the threats and opportunities presented by conditions in the FSU. By exploring a spectrum of alternatives, students gain a deeper understanding of the values and assumptions underlying U.S. foreign aid programs. The background readings provide students with information to assess U.S. policy. Part I describes the political and economic context of the Marshall Plan adopted in 1948 in the aftermath of World War II, and calls on students to compare the situation in Western Europe at that time with the current state of affairs in the FSU. Part 2 traces the historical roots of the Soviet command economy, the failure of perestroika, and the course of political and economic reform in the former Soviet states. The unit contains a five-day lesson plan and student activities. Students assess the Marshall Plan, reflect on how people in the FSU view the changes affecting their lives, and role play a simulation in which students assume the role of advocates for the four options. On the final day of the lesson plan students develop coherent policy recommendations based on their own values and beliefs. (DK)

ED 360 219 SO 023 144

Nickell, Pat

**Alternative Assessment: Implications for Social Studies. ERIC Digest.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-93-1

Pub Date—Mar 93

Contract—R188062009

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Change, Educational Practices, \*Educational Testing, Educational Trends, Elementary Secondary Education, \*Evaluation Methods, Holistic Evaluation, \*Social Studies, \*Student Evaluation

Identifiers—\*Alternative Assessment, ERIC Digests

Alternative forms of evaluating student progress are changing testing or assessment in U.S. schools. From the teacher-made to the standardized test, the familiar over-emphasis on multiple-choice items is giving way to expanded generative formats in which students are called upon to demonstrate mastery through applications in which they use complex processes and webs of knowledge and skill. This Digest discusses three implications that changing assessment types will have for the social studies. First, to enable students to succeed on alternative assessments, it is imperative that the traditional social studies curriculum be re-examined and reorganized to insure mastery of knowledge, cognitive processes, and behaviors that characterize civic competence. Second, social studies instruction must provide students with real experiences as active and producing members of the community, structured to allow practice in thinking and acting as citizens. Third, assessment should no longer be viewed as separate from instruction. Students should have a clear understanding of expected outcomes of instruction and how evaluation will occur. A list of 12 references is included. (DB)

ED 360 220 SO 023 145

Patrick, John J.

**Geography in History: A Necessary Connection in the School Curriculum. ERIC Digest.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-93-2

Pub Date—Apr 93

Contract—R188062009

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Curriculum Development, \*Educational Change, Educational Objectives, Educational Policy, Elementary School Curriculum, Elementary Secondary Education, \*Geography Instruction, \*History Instruction, Instructional

Materials, Secondary School Curriculum, Social Studies, United States History

Identifiers—ERIC Digests, National Education Goals 1990

Recent state-level curriculum frameworks have emphasized geography and history as core subjects of the social studies sequence of courses, from kindergarten through the twelfth grade. This Digest presents a rationale for the connection between geography and history, presents ideas for developing this connection within the curriculum, and highlights exemplary instructional materials. It is contended that key concepts of geography, such as location, place, and region are tied inseparably to major ideas of history, such as time, period, and events. Geography and history in tandem enable learners to understand how events and places have affected each other across time, and how people have influenced and have been influenced by their environments in different periods of the past. Curriculum developers and teachers interested in connecting geography with history in the curriculum might begin with the five geographic themes: location, place, relationships within places, movement, and region. The Agency for Instructional Technology (AIT) has produced 10 video programs, "Geography in U.S. History," that connect the five geographic themes to key events in U.S. history. These 10 programs as well as other teaching tools are described in the Digest. A list of 17 references is included. (DB)

ED 360 221 SO 023 146

Patrick, John J.

**Achievement of Goal Three of the Six National Education Goals. ERIC Digest.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-93-3

Pub Date—May 93

Contract—R188062009

Note—4p; An update of ED 332 930.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Citizenship Education, Core Curriculum, Educational Change, \*Educational Policy, Elementary Secondary Education, \*Student Educational Objectives

Identifiers—ERIC Digests, National Assessment of Educational Progress, \*National Education Goals 1990

In February 1990, the President and state governors proclaimed a set of six national education goals to prompt profound improvements in schools and student achievement by the year 2000. These six goals reflect widely held concerns that most Americans have not been receiving the kind of education they need to meet the challenges of twenty-first century life. This Digest addresses Goal Three of the six national goals: "By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." The Digest discusses summaries of student achievement in core subjects, measured by the National Assessment of Educational Progress (NAEP), which reveal that current levels of student achievement fall far short of the standard implied by National Education Goal Three. The Digest presents ideas for schools and parents to help improve student achievement in core subjects. For example, schools can increase the quantity and the quality of challenging subject matter that all students are required to study in elementary and secondary schools, and encourage more students to pursue advanced coursework in the core subjects. It is suggested that parents, for example, should encourage school teachers and administrators to establish clear and challenging standards about what all students should know and be able to do in all core subjects of the school curriculum. (DB)

ED 360 222 SO 023 154

Ohrn, Deborah Gore, Ed.

**Lake Life.**

Iowa State Historical Society, Iowa City.

Report No.—ISSN-0278-0208

Pub Date—93

Note—33p.

Journal Cit—Goldfinch: Iowa History for Young People; v14 n4 Sum 1993

Pub Type—Guides - Classroom - Learner (051) — Collected Works - Serials (022)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Childrens Literature, Elementary Education, \*Geography Instruction, \*History Instruction, \*Learning Activities, \*Social Studies, \*State History, \*Water Resources

Identifiers—\*Iowa

This quarterly publication of the State Historical Society of Iowa features articles and activities for elementary school students. This summer issue focuses on the topic of lake life. The issue includes the following features: (1) "Where the Lakes Are Map"; (2) "Letter from the Lake"; (3) "Lake People"; (4) "Spirit Lake"; (5) "Lake Manawa"; (6) "Clear Lake Scrapbook"; (7) "How to Build a Super Sand Castle"; (8) "The Roller Coaster Discovery"; (9) "Arnolds Park"; (10) "Great Lakes Maze"; (11) "Wild Rosie Goes to the Beach"; (12) "The Ice Harvest"; (13) "Ice Harvest Game"; and (14) "How Clean Are Our Lakes?" Among the magazine's regular features (or "Departments") are "History Makers"; "Who's Who"; "Answers"; and "The Roost." Subscription information and facts about a new contest also are included. (SG)

ED 360 223 SO 023 156

Gosman, Leah

**The Influence That Marital Status Has on the Advancement of Professional Women in Non-Traditional Fields.**

Pub Date—Mar 93

Note—35p; Requirement for a B.A., Atlantic Baptist College.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Engineers, Foreign Countries, Higher Education, \*Occupational Mobility, Professional Development, \*Sex Bias, \*Sex Discrimination, Social Attitudes, Social Science Research, \*Women Administrators, \*Women Faculty

Identifiers—New Brunswick

This document presents the findings of a study that examined whether the marital status of women in New Brunswick (Canada) influenced their ability to obtain administrative or managerial positions within nontraditional fields. The study cited research suggesting that women are still viewed as dependent, passive, and lacking in competitiveness, ambition, and leadership. For the research, 23 companies were chosen from the telephone directory for Fredericton and Ormorton (New Brunswick). The firms were designated as either engineering, academia, or other. Targeted companies were phoned and asked about the number of women, their marital status, and their positions within management or administration. Callers informed respondents that answers would be confidential and no names would be required. The 23 companies reported a total of 87 women in administrative or managerial positions. Of those 87 over 73% were married, while less than 12 percent were single. No marital status was provided for about 14% of the women. The percentage of married women was high (94%) within the engineering field, but was only 35% within academia (although no marital status was reported for 60% of the academics). Findings dispute the hypothesis that marital status influences women's professional advancement in male dominated fields. Further study of the topic should be pursued. (SG)

ED 360 224 SO 023 161

Dahawy, Bayoumi Mohamed

**Pre-School Education in Egypt, Oman and Japan: A Comparative Perspective.**

Pub Date—Apr 93

Note—41p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Comparative Education, Educational Development, Educational History, Educational Research, Foreign Countries, Kindergarten, \*Preschool Education, Preschool Evaluation

Identifiers—Bereday (George Z F), \*Egypt, Japan, \*Oman

This paper examines preschool education in Egypt, Oman, and Japan in the light of the comparative education approach developed by George Bereday utilizing description, interpretation, juxtaposition, and comparison. The literature of

early childhood education is surveyed, beginning with the three most influential pioneers: Friedrich Wilhelm Froebel, Maria Montessori, and Rudolf Steiner, and a list of 10 common principles drawn from their works are enumerated. In Egypt the number of preschools affiliated with primary schools has expanded. Governing bodies have been asked to expand preschool education in order to aid working mothers. In Oman there are no government nursery schools, but a very small number of coeducational private schools exist. In view of the increasing entry of women into the work force, governmental kindergartens may be necessary in the near future. However in Egypt and Oman, most children of kindergarten age still are looked after by parents or extended family. The assumption of the study is that preschool education level would achieve its aims and meet societal demand if the aims, admission system, curriculum, teacher training, and administration were available and well established and each of these elements is examined in relation to each of the three countries under study. Despite the cultural differences between the Arab countries and Japan, the study reveals that there are more similarities than differences concerning educational goals. The three societies always have been under the influence of traditions and moral values internally, and the influence of western educational theories externally. Both Egyptian and Japanese societies pay great attention to preschool education. These two countries stress moral education especially at this early level. In Oman because of limited resources there is no specific curricula for this age level. (DK)

ED 360 225 SO 023 171

Oliker, Michael A.

B. Othanel Smith, Douglas McGregor, and the Philosophical Analysis of the Discourse of Institutional Democracy in Education: An Essay with Bibliographies.

Pub Date—93

Note—38p.; Papers presented at the Meetings of the Midwest Philosophy of Education Society (Chicago, IL, November 13, 1992) and the Middle Atlantic States Philosophy of Education Society (Binghamton, NY, March 6, 1993). The fourth bibliography may not reproduce clearly.

Pub Type—Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Philosophy, Educational Principles, Educational Research, Elementary Secondary Education, \*Foundations of Education, \*Philosophy, Social Science Research, Social Scientists

Identifiers—\*Analytical Philosophy of Education, McGregor (Douglas), Smith (B Othanel)

This collection of documents concerns the Analytical Philosophy of Education (APE) and its history. APE was the dominant approach to philosophy of education during the 1960s and 1970s; it is no longer fashionable. The main paper included in this collection sketches the history of APE and attempts to show its relevance to the idea of "institutional democracy." APE is applied to an address by former Midwest Philosophy of Education Society President Arthur Brown's Presidential Address on "institutional democracy," which draws upon the work of famed management theorist Douglas McGregor. The use of the methods of APE on Brown's and McGregor's texts show that McGregor's use of the word "democracy" is much less clear than Brown's; McGregor's research may not support Brown's views. This paper includes 24 notes and is accompanied by an outline of McGregor's thought and career, a supplemental bibliography of three books and two selected articles by McGregor and a list of discussion questions for the Binghamton presentation. The remaining documents included are four bibliographies entitled respectively, "Founders of Analytical Philosophy of Education"; "History of Analytical Philosophy of Education"; "Students and Faculty in Foundations of Education at Temple University"; and "Critical Thinking and Philosophical Analysis." (DB)

ED 360 226 SO 023 172

Santoro, Lawrence

From Puggy to Larry: Poetry from "Gathering Light."

Midwest Philosophy of Education Society.

Pub Date—92

Note—31p.; Paper presented at the Midwest Philosophy of Education Society (Chicago, IL, November 14, 1992).

Available from—Midwest Philosophy of Education

RIE DEC 1993

Society, 5006 West Grace Street, Chicago, IL 60641-3450 (\$10).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Creative Works (030)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Childhood Attitudes, \*Cognitive Development, Creative Writing, Developmental Stages, Educational Development, \*Educational Philosophy, \*Parent Child Relationship, \*Poetry, \*Preadolescents

Identifiers—\*Childhood Experiences, Egan (Kieran)

This paper contains a poetry reading presented to a meeting on poetic narrative and educational development. The presentation was based on the theory that the field of philosophy of education should include the realm of the possible as created and populated by the imagination, and often portrayed by works of art. The poems consist of attempts to represent childhood experiences from a child's point of view. They are poetic representations of a phenomenology of preadolescent cognitive development. Through the series of eight poems, the child (Puggy) becomes the little boy (Larry) by becoming able to distinguish self from other and advancing from a mythic to a romantic stage of development. A warning is included to the effect that the attempt to impose such adult terminology on this poetry may be destructive of the poet's work. Also included is a work in progress, a piece of prose that begins from an adult point of view when a morning brings back memories of long ago and childhood games. The poems are narrated by either Puggy the child, Larry the boy, or the poet as an adult. Each narrator could be identified as one of Kieran Egan's four stages of educational development. The mythic stage is identified with Puggy and encompasses the ages 4 through 10. The romantic stage is identified with Larry and ages 9 through 15. The philosophic stage is represented by the poet and ages 14 through 20. The final ironic stage is ages 19 and over. (DK)

ED 360 227 SO 023 175

Bowen, Raymond C.

Vision and the Black Community College President. Revised.

La Guardia Community Coll., Long Island City, N.Y.

Pub Date—May 93

Note—22p.

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Role, Basic Skills, \*Black Achievement, Black History, Black Influences, \*Blacks, College Administration, \*College Presidents, Community Colleges, Cultural Differences, Higher Education, \*Leadership Responsibility, \*Multicultural Education

Identifiers—\*African Americans, \*City University of New York La Guardia Comm Coll, Cooperative Education Program

In this speech the black president of an urban community college discusses how his experiences as an African American have affected his performance as the leader of his school. He suggests that people from the ghettos tend more naturally to develop genuine understanding of fairness, that African Americans bring a vision of leadership that stresses inclusiveness, and strive for greater cultural and ethnic balance. As a result of these tendencies, La Guardia Community College (New York) has a cooperative education program, and the teaching of basic skills is an integral part of the curriculum. If schools are to succeed in educating minority youngsters who lack both home and community support, educators must fill that void through active involvement and sensitivity in revitalizing the curriculum. A nurturing climate must be established. Presidential leadership is pivotal to the life of any institution of higher learning. Because a person brings to a leadership role the sum total of his unique experiences, being black is inextricably linked to the way an individual operates as president. The richness of a multicultural environment, understanding the importance of economic development, and the necessity of learning basic skills after high school are experiences that benefit a leader of a community college. The critical points and importance of the black experience as race relations changed throughout the 20th century are discussed. The struggle of blacks to gain empowerment played a role in the development of this college administrator as a man and a president. (DK)

ED 360 228 SO 023 176

The African Diaspora: Teaching the Children.

Baltimore City Public Schools, MD. Dept. of Curriculum and Instruction.

Spons Agency—Fund for Educational Excellence, Baltimore, MD.; Maryland Humanities Council, Baltimore.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—22 Nov 92

Note—21p.; Some pages contain broken print which may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*African Studies, \*Cultural Awareness, Elementary Secondary Education, Foreign Countries, \*Geography Instruction, \*History Instruction, \*Interdisciplinary Approach, Multicultural Education, Social Studies, Units of Study

Identifiers—\*Africa, \*African Diaspora, Global Education

This document sets out the details of a program of six lesson plans for teaching about Africa and the African diaspora across the world. The program seeks to enable students to: (1) associate classroom instruction with a cultural reality; (2) evaluate the social, political, cultural, and academic concerns among trans-Africans; and (3) increase proficiency skills and interests in target languages (French and Spanish). Each month of the school year focuses on a different aspect of African life and culture; among the topics are geography, family life, seasonal celebrations, and sports and leisure. A selected bibliography includes 37 references. (SG)

ED 360 229 SO 023 177

Hasbach, Corinna And Others

Powerful Social Studies: Concepts That Count.

Elementary Subjects Center Series No. 88.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 93

Contract—G0087C0226

Note—98p.

Available from—Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$9).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary School Students, Grade 5, \*History Instruction, \*Humanistic Education, Intermediate Grades, Self Actualization, \*Social Studies, \*Student Development, \*United States History

Identifiers—\*Literacy in Science and Social Science Project

This report examines cases of students learning from their experiences in a fifth grade classroom as they studied a U.S. history curriculum organized around concepts that would not only help students understand history but also be powerful in their lives, concepts that planners hoped would make students more human. The teacher-researchers also considered themselves as learners through the collaborative work done within the Literacy in Science and Social Science Project. This report explores how social studies in this particular context was powerful or not for these particular fifth grade students, powerful in understanding U.S. history, powerful in text analysis, and powerful in analyzing their own lives. The report is not an attempt to show exemplary practice. Instead, it is an attempt to open up dialogue surrounding the teaching and learning of social issues and social justice in the context of social studies. The study seeks to address such questions as: What is powerful social studies? Whose history is being taught in the schools? For whom is it powerful, those who dominate or those who are dominated? For what purposes is it powerful? And Powerful to dominate or to liberate? Contains 37 references and 4 appendices. (Author/SG)

ED 360 230 SO 023 178

May, Wanda T. And Others

Good Teachers Making the Best of It: Case Studies of Elementary Art and Music Teaching. Elementary Subjects Center Series No. 100.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 93

Contract—G0087C0226

Note—130p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Art Education, \*Art Teachers, Educational Objectives, Educational Research, Elementary Education, Elementary School Students, Elementary School Teachers, Grade 1, Grade 2, Grade 3, \*Music Education, Music Teachers, Teacher Effectiveness, \*Teacher Role, Teaching Methods

This report presents five case studies of teaching for understanding in the arts. The first two studies are of expert elementary music teachers who engaged in weekly planning together. In the case of Anna Spaulding, a first grade lesson is presented in detail as well as a description of how this teacher conceived of music as a discipline, planned lessons, and taught music classes in the first and fifth grades, and evaluated students' learning. In the case of Esther Bromfield, similar topics are addressed with a focus on her teaching second and fifth grade classes, a presentation of a fifth grade lesson on improvisation, and her dedication to students' listening in music. The third case is of Martha England, an expert art teacher. Similar topics are treated in the analysis of this teacher's curricular goals and pedagogy that focused on art production, her teaching from an art cart, and students' learning. Together, these individual case studies present a portrait that captures how itinerant teachers in the arts manage exemplary teaching despite workplace constraints, their teaching concerns, and what students can learn in the arts when their teachers love and understand the subjects they teach, have a well developed pedagogical repertoire, are dedicated to the arts, and care deeply about students' art learning opportunities. (SG)

ED 360 231

SO 023 192

Dele, Patricia Pearl

Religious Books for Children: An Annotated Bibliography, Third Revised Edition.

Church and Synagogue Library Association,

Portland, OR.

Report No.—ISBN-0-915324-35-0

Pub Date—93

Note—43p. For an earlier edition, see ED 315 356. Available from—Church and Synagogue Library Association, P.O. Box 19357, Portland, OR 97280-0357.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescent Literature, Annotated Bibliographies, Biblical Literature, Children's Libraries, \*Children's Literature, \*Christianity, Early Childhood Education, Elementary Education, \*Judaism, Religious Cultural Groups, Religious Holidays

Identifiers—Trade Books

This bibliography is a guide for selecting children's books with overt religious themes and for the evaluation of this area in library collections. It is designed to be both current and critical, and can be used by church and synagogue libraries, directors of religious education, parents, and public or school libraries. The bibliography is arranged by subject and includes material for children from preschool to grade 6. The age range is given at the end of each annotation. of each annotation. Sections include works on the Bible, God and theology, church history and biography, denominations, Christian life, devotions, holidays, Judaism, and ecumenism. Sections on the Old and New Testaments are divided between story collections and individual stories and Menonite, and Roman Catholic. The section on Judaism cites books on Jewish life and on the holidays of Hanukkah, Passover, and Purim. Citations on Christian holidays concern Easter and Christmas. The Christian section is further divided into songs, poetry, The Christmas section is further divided into songs, poetry, and stories. A section on other religions includes Aboriginal Australian, Buddhism, Hinduism, and Islam. The New Testament section on Jesus Christ focuses on His life, nativity, miracles, and parables, and an index of titles are included. (DK)

ED 360 232

SO 023 195

Social Studies K-12. Teacher Handbook.

North Carolina State Dept. of Public Instruction,

Raleigh. Div. of Curriculum and Instruction.

Pub Date—May 92

Note—417p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—\*Citizenship Education, \*Civics, Curriculum Design, \*Curriculum Development, Elementary Secondary Education, \*Geography Instruction, \*History Instruction, \*Social Studies, State Curriculum Guides

Identifiers—\*North Carolina

This curriculum guide for North Carolina social studies teachers stresses the fact that social studies traditionally has accepted the dominant burden of preparing young people to inherit the right and the responsibility of effective citizenship. It is the single curriculum area whose subject matter is the entirety of human experience. The sequence for social studies described in this handbook defines in general terms the subject matter to be emphasized in social studies at each grade. The general description is intended to guide local curriculum coordinators as they select specific content for each level and course. Within these general guidelines, teachers and curriculum coordinators have flexibility to select topics and areas of study for their students. The recommended organizational pattern is both sequential and developmental. Introductions to the primary, elementary, middle level, and secondary social studies programs as well as the introductions for specific grade levels outline content and skills. Specific goals and objectives further delineate the social studies program at each level. Skill goals include: (1) acquiring information from a variety of sources; (2) using information for problem solving, decision making, and planning; (3) demonstrating skill in self-management and social participation; and (4) participating effectively in civic affairs. Methods and lesson plans for teaching these skills are included for primary, elementary, middle level, secondary, and elective courses. The lessons range from the beginning level of kindergarten children's study of themselves and their families, through the secondary electives of psychology, sociology, law and justice, economics, and government. (DK)

ED 360 233

SO 023 219

Burrett, Kenneth Rusnak, Timothy

Integrated Character Education. Feedback 351.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-351-4

Pub Date—93

Note—33p.

Available from—Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402-0789 (\$1.25).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizenship Education, Educational History, Elementary Secondary Education, \*Ethical Instruction, \*Moral Development, \*Moral Values, School Community Relationship

Identifiers—\*Integrated Character Education

The Integrated Character Education model recognizes both the affective and cognitive factors involved in educating the whole child and ultimately the responsible adult. The basic question is how to transmit the values of a common heritage from one generation to the next, while supporting the personal development of youth. The goals of Integrated Character Education are to fulfill personal development goals such as physical and psychological health, positive self-concept, interpersonal skills, and responsibility and caring, and social goals such as upholding the social system, belief systems, and intellectual traditions and preserving the physical environment. The criteria that such a program must meet take the following form: (1) character develops through responsible action, so the curriculum must allow students to confront meaningful questions, and become involved in activities and actions to implement their solutions; (2) character develops through interaction so the curriculum must focus on interactions with the moral and ethical dimensions of the social, cultural, and ecological environments; (3) character integrates the whole personality so school should provide ample activities for the development of a strong sense of identity; and (4) character involves consistent patterns of action so curriculum should help students commit themselves to a set of positive values and to act on them consistently. Two key principles for implementing Integrated Character Education are the recognition of character education as part of every subject and the community and school as partners. Other principles uphold the importance of a positive classroom environment and recognize that empowered teachers are best equipped to carry out the goals of character

education; that such education is encouraged through administrative policy and practice; and that character education is action education. (DK)

ED 360 234

SO 023 223

Social Studies Grade 8 Curriculum Guide, Revised.

Manitoba Dept. of Education and Training, Winnipeg.

Report No.—ISBN-0-7711-1110-X

Pub Date—93

Note—86p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Ancient History, \*Course Content, Curriculum Guides, Foreign Countries, \*Grade 8, \*History Instruction, Junior High Schools, Maps, \*Social Studies, Teaching Methods, \*Western Civilization, World History

Identifiers—Manitoba, People through the Ages

This Manitoba (Canada) curriculum guide includes the grade 8 overview, unit overviews and topics, focusing questions, specific objectives, and outline maps needed for the course. The teaching of the identified objectives is mandatory in Manitoba. Manitoba curriculum guides are produced in three different formats referred to as Level I, II, or III. This is considered a Level II document to be used in conjunction with the Level I social studies overview and the teacher's guide to the textbook, "People through the Ages." The teaching strategies and learning activities found in the teacher's guide have been developed from the topic objectives and the focusing questions of this guide. Each strategy or activity should satisfy one or more of these categories of objectives: (1) knowledge, (2) thinking and/or research, (3) attitude and value, and (4) social participation. This course focuses on ways of life and the changes that have evolved from very early times to the present. It is designed to help students explore the ways that people lived within certain societies of the past and to realize that life today is related closely to developments that have occurred through the ages. Students should be made aware that all societies have not developed or changed at the same rate or to the same degree. The intent is to encourage students to compare a wide variety of ways of life of the past and present in order to be able to examine contemporary life against a range of alternative possibilities. The study is divided into four units with suggested time frames for each unit: (1) life during very early and early historic times; (2) civilizations of the past; (3) life in early modern Europe; and (4) life in the modern world. (DK)

ED 360 235

SO 023 245

Griesel, Patricia

Ethics of Collaboration: A Quest for Guidelines.

Pub Date—12 Dec 92

Note—23p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Cooperation, Cooperative Planning, Cooperative Programs, \*Coordination, \*Ethics, \*Guidelines, \*Intergroup Relations, Participative Decision Making, Problem Solving, \*Teamwork

"Collaboration" appears to be a popular trend in business and education as it is discussed more and more frequently in publications. One of the problems associated with collaboration is the lack of clear definition among similar terms such as cooperation, team effort, and partnerships. This paper briefly reviews the literature related to the concept of collaboration and adopts a three-level definition among the terms collaboration, coordination, and cooperation. Cooperation forms the base, coordination forms the second level, and collaboration, the most complex of the three, forms the third level. Each level is generically higher according to the complexity of the process. All three levels must interrelate. When collaboration is viewed as a current organizational structure in education, collaborations are defined as organizational and interorganizational structures where resources, power, and authority are shared in order to achieve common goals that could not be accomplished singly. Another problem related to collaboration is the future. Often the future or success of a collaborative effort rests on the critical issue of ethics. When values collide, collaborations often falter or fail because there was no consensus of ethical guidelines established by the participants. A model to help establish guidelines is suggested which provides a check list of items to be considered, includes a sample of ethical guidelines, and offers a self-explanatory generic model for self-evaluation of ethical issues. Contains 25 references. (Author/DK)



**ED 360 236** SO 023 250

Björstedt, Ake, Ed.

**Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission.** Educational Information Debate 99.

Lund Univ. (Sweden). Malmö School of Education. Report No.—ISSN-0479-7736

Pub Date—93

Note—49p.

Pub Type—Information Analyses (070)—Reports—Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Educational Research, Elementary Secondary Education, Foreign Countries, International Cooperation, \*International Education, \*International Educational Exchange, \*International Organizations, Interviews, Oral History, Professional Associations, \*Role of Education  
**Identifiers**—Organizational History, \*Peace Education

The Peace Education Commission (PEC), a subgroup of the IPRA (The International Peace Research Association), was established to facilitate international cooperation among individuals interested in peace education and research related to peace education. PEC is coordinated by a Council and an Executive Secretary (at present Ake Björstedt). The full list of former Executive Secretaries of PEC contains five persons who have served in the following order: Christoph Wulf (Germany), Magnus Haavelsrud (Norway), Robert Aspelagh (the Netherlands), Robin Burns (Australia), and Celina Garcia (Costa Rica). The present Executive Secretary interviewed these five "predecessors" about their opinions on peace education. Present PEC members and other people interested in peace education should find the publication interesting and stimulating. (Author/DB)

**ED 360 237** SO 023 251

**British Perspectives on Peace Education and Its Difficulties: [Conversations With Helen Collinson, Mildred Masheder, Chris Sewell, Patricia White, and The Project "Preparedness for Peace."]** Educational and Psychological Interactions No. 100.

Lund Univ. (Sweden). Malmö School of Education. Report No.—ISSN-0070-9263

Pub Date—Jan 90

Note—41p.

Pub Type—Information Analyses (070)—Reports—Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Civil Liberties, Conflict Resolution, Educational Philosophy, Elementary Secondary Education, Foreign Countries, Higher Education, International Cooperation, \*International Education, International Educational Exchange, Interviews, \*Peace, Teacher Education, \*Teaching Experience, Teaching Methods, War  
**Identifiers**—Great Britain, Nonviolence, \*Peace Education

The project group "Preparedness for Peace," at the Malmö School of Education (Sweden), studies possible ways of helping children and young people to deal constructively with questions of peace and war. As part of this work, the project group conducts interviews with people engaged in the problems of peace education. This publication presents conversations with four people from Great Britain—Helen Collinson, Mildred Masheder, Chris Sewell, and Patricia White—who have all been professionally involved in activities related to peace education. (Author)

**ED 360 238** SO 023 270

Gallagher, Arlene F., Ed.

**Acting Together. Readers Theatre: Excerpts from Children's Literature on Themes from the Constitution.**

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Commission on the Bicentennial of the United States Constitution, Washington, DC. Report No.—ISBN-0-89994-363-2

Pub Date—91

Note—123p.

Available from—Social Science Education Consortium, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

Pub Type—Creative Works (030)—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

RIE DEC 1993

**Descriptors**—\*Children's Literature, Citizenship Education, \*Constitutional History, \*Constitutional Law, Elementary Education, Law Related Education, Learning Activities, \*Readers Theatre, \*Social Studies

**Identifiers**—\*United States Constitution

This book summarizes itself as "A collection of excerpts from children's literature on themes related to the United States Constitution scripted in Readers Theatre format for elementary school students." It is based upon the belief that an integrated curriculum that correlates content and skills is most appropriate at the elementary level. It contains scripts of stories that reflect constitutional principles and concepts with which the classroom teacher can infuse the study of the U.S. Constitution into the existing curriculum. Teaching is most effective when based on strategies that are characterized by student involvement and participation. This is especially important in citizenship education because students are unlikely to learn to become participating citizens if they only listen to instruction or work independently. A goal of this collection is to develop the child's ability to see more than one side or point of view regarding an issue or problem. The pieces are divided into the three sections. Those in the first section teach that choices have consequences. The second section deals with the rights of others. The final section works with the issue of developing a spirit of community in a country that values and celebrates individualism. The three scripts in this section explore how people treat each other and work together in a community. Issues include discrimination, problem solving, and taking care of each other. Advice on how to script a story is provided. The works are presented to be read in the form of a readers' theatre, rather than to be performed as a skit or play. The emphasis is on participation not on being an audience. (DK)

**ED 360 239** SO 023 271

**Sciences Humaines Assessment, Manitoba 1991.**

**Final Report: French Immersion Program = Evaluation en sciences humaines, Manitoba 1991. Rapport final: Programme d'immersion française.**

Manitoba Dept. of Education and Training, Winnipeg. Curriculum Services Branch.

Report No.—ISBN-0-7711-1118-5; ISBN-0-7711-1119-3

Pub Date—Mar 93

Note—244p.; For the preliminary report, see ED 350 330.

Language—English; French

Pub Type—Reports—Research (143)

**EDRS Price - MF01/PC10 Plus Postage.**

**Descriptors**—Curriculum Evaluation, Educational Assessment, \*Educational Objectives, Foreign Countries, French, Geography Instruction, Grade 8, Grade 10, History Instruction, \*Immersion Programs, Questionnaires, \*School Effectiveness, Secondary Education, \*Social Studies, Teaching Methods

**Identifiers**—Canada, Francophone Education (Canada), French (Canadian), \*Manitoba, Manitoba Department of Education

This document is the second of two reports of the findings of the 1991 "Sciences...humaines" Assessment for grades 8 and 10 conducted in Franco-Manitoban schools and in French immersion programs in Manitoba, Canada. The report on the French immersion course is presented in parallel French and English versions, and a separate report, in French only, is provided for the Franco-Manitoba schools assessment, which differs from the other assessment only in its statistical data. It contains a description of the study along with conclusions and recommendations. The assessment consisted of student tests and a teacher survey. The student tests measured knowledge skills, thinking and research skills, attitudes and values, and social participation, with subtests measuring these skills and knowledge of different historical periods. The teacher questionnaire reveals that teachers like the general history course for grade eight, find it appropriate for the grade level, but agree that the program is overloaded. Preferred teaching methods are discussion and presentation. Assessment is by classroom test. The teachers indicated a need for more and better didactic material and professional development opportunities. Recommendations include revision of the grade 8 curriculum and the updating of the Canadian geography bibliography in grade 10. The report suggests that greater emphasis be placed on developing higher order thinking skills and enabling students to form opinions. Provincial inservice ses-

sions on the philosophy of the curriculum, its content, cooperative learning strategies, didactic material, evaluation and integration of subject matter should be provided for teachers. Alternative methods of instruction should be encouraged. Networking should be used for sharing of information, classroom observation, and shared planning activities. Teacher skills and library resources should be increased for social studies. (DK)

**ED 360 240** SO 023 274

Miller, Barbara Parisi, Lynn

**Individual Rights in International Perspective:**

**Lessons on Canada, Mexico, Japan, and Nigeria.**

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Commission on the Bicentennial of the United States Constitution, Washington, DC. Report No.—ISBN-0-89994-367-5

Pub Date—92

Note—250p.; Project name: "The Ideas and Ideals of the Bill of Rights Around the World".

Available from—Social Science Education Consortium, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

Pub Type—Guides—Classroom—Teacher (052)

**EDRS Price - MF01/PC10 Plus Postage.**

**Descriptors**—\*Citizenship Education, Civil Rights, \*Constitutional Law, Cross Cultural Studies, Foreign Countries, \*History Instruction, International Relations, Secondary Education, \*Social Influences, Social Studies

**Identifiers**—\*Bill of Rights, Canada, Japan, Mexico, Nigeria

The role of the U.S. Constitution as a model for an influence on the establishment of governments in other nations offers an effective vehicle for expanding education about this nation's civic values, rights, and responsibilities. By studying how the ideas and principles of the U.S. Constitution and the Bill of Rights have been adopted, adapted, and integrated into the political and social systems of other nations, under what circumstances these ideas have been transported and adopted successfully, and under what circumstances they have failed, students can gain insight into the Constitution and Bill of Rights, thereby developing a fuller appreciation of their own democratic tradition, and of the rights and responsibilities of U.S. citizenship. This work consists of a series of 31 lesson plans with handouts. The section dealing with Canada focuses not on the obvious similarities between Canada and the United States, but with the differences. The section on Mexico emphasizes that an important part of cross cultural understanding is recognizing the differing perceptions of the role of law in society. The similarity of the U.S. and Mexican constitutions is compared to the enormous differences in history and culture. The section on Japan seeks to provide a historical context for analyzing the Meiji and Showa constitutions and to help students recognize the importance of culture in shaping both the description and actual practice of government. The section on Nigeria provides a background in the ways some traditional cultures of Nigeria viewed the concept of rights. (DK)

**ED 360 241** SO 023 278

**Girls in Schools: A Bibliography of Research on Girls in U.S. Public Schools Kindergarten through Grade 12. Third Edition.**

Wellesley Coll., Mass. Center for Research on Women.

Pub Date—Sep 92

Note—132p.

Available from—Center for Research on Women, Wellesley College, Wellesley, MA 02181-8259 (512).

Pub Type—Reference Materials—Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Educational Discrimination, Educational Research, Elementary School Students, Elementary Secondary Education, \*Equal Education, \*Females, \*Public Schools, Secondary School Students, \*Sex Discrimination, Sex Role, Sex Stereotypes, Social Science Research, \*Women's Education

This bibliography focuses on girls in public schools from preschool through 12th grade. Some citations referring to research on college students have been included because they have particular relevance for earlier schooling. The citations are arranged by topic headings. Each topic heading contains five categories: (1) books and book chapters,

(2) journal articles, (3) other publications such as reports, pamphlets, etc., (4) papers, and (5) U.S. government publications. Topics include general references on sex equity issues, adolescent development, classroom interaction, curriculum, and disabled students. They continue with citations on dropouts, early childhood education and development, feminist theory, gifted girls and women, health issues, mathematics and science, and national statistics. Part 1 also includes the topics of race and ethnicity, sex equity, Title IX, sex and gender role socialization, sexual harassment, athletics, teen pregnancy, testing and assessment, vocational education, welfare reform, and women in leadership and educational administration. Part 2 deals with the education reform movement and includes works that provide key background on current issues of education reform and restructuring. It is suggested that the reader scan the entire bibliography before focusing on a single section because the placement of particular references may not be obvious. Section headings include references to other headings containing related material. (DK)

ED 360 242 SO 023 281

McCarthy, Joseph M.

**Innovation in Late Medieval Educational Thought:**  
Vincent of Beauvais, Ramon Lull, and Pierre Dubois.

Pub Date—91

Note—14p; Paper presented at the Medieval Forum (April 19, 1991).

Pub Type—Reports - Descriptive (141)—Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, \*Christianity, Critical Thinking, Educational Development, Educational History, Educational Philosophy, \*Educational Practices, \*Educational Theories, Foreign Countries, Higher Education, \*History Instruction, Intercultural Communication, \*Medieval History, Multilingualism, Social Change, Womens Education

Identifiers—Dubois (Pierre), Europe, \*Lull (Ramon), Missionaries, \*Vincent de Beauvais

The agenda of 13th and 14th century educational theorists embraced issues that stimulated innovation in educational theory and practice. Christian thinkers of the late middle ages were preoccupied with adapting their educational notions to the changing conditions of their socio-political milieu. The question of the training of Christian rulers generated an extensive literature. Vincent de Beauvais, educational consultant to the family of Louis IX, wrote a practical manual of child rearing with a view to the everyday pedagogic practice necessary to prepare 11 children for their leadership role in society. His treatment of the nature and use of history was innovative. He understood the incompleteness and falsity of many sources and used them critically. He avoided the allegorical mode of interpretation in favor of the literal sense. On education of women he wrote extensively on practical reality. Ramon Lull displayed creativity in his educational views by founding language schools for the preparation of missionaries. His innovation in educational theory and practice was necessitated by Christian purposes. He was alone in attaching importance to Muslim attitudes and culture, as well as training in Arabic for missionaries. Pierre Dubois gave the concept of education for women an interesting twist by proposing that females be trained in languages, medicine, and surgery before being sent to the Holy Land. Once there they would be married off to wealthy Easterners and convert their husbands to Christianity. He was not developing a theory of education for women, but proposing a novel strategy for crusade. (DK)

ED 360 243 SO 023 282

Burbridge, Lynn C.

**The Interaction of Race, Gender, and Socioeconomic Status in Education Outcomes. Center for Research on Women Working Paper Series No. 246.**

Wellesley Coll., Mass. Center for Research on Women.

Spons Agency—American Association of Univ. Women Educational Foundation, Washington, D.C.

Pub Date—91

Note—27p; Paper presented at the Annual Meeting of the American Sociological Association (Cincinnati, OH, August 24, 1991). Available from—Publications Department, Center for Research on Women, Wellesley College,

Wellesley, MA 02181-8259 (\$5 plus \$2 postage and handling).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Research, Females, Grade 8, Grade 10, Higher Education, High Schools, High School Students, Junior High Schools, Junior High School Students, Males, \*Outcomes of Education, \*Racial Factors, \*Sex Differences, \*Socioeconomic Status

Identifiers—High School and Beyond (NCES), High School Sophomores, National Education Longitudinal Study 1988

This study is part of an on-going research project to assess differences in educational attainment when controlling for race, sex, and socioeconomic status. The National Educational Longitudinal Survey (NELS) 1988 of 8th graders and a survey of 10th graders, High School and Beyond 1980-82 (HSB), were utilized to obtain data that were then analyzed. This research found that socioeconomic status determined educational outcomes more than any other variable. This result is in keeping with the findings in previous research. In addition, the study found that the school performance of low socioeconomic status boys is not as good as that of girls from low socioeconomic backgrounds in the eighth grade sample. This finding was consistent across racial and ethnic groups. The finding did not hold true in the high school sample however. Although this result was due in part to the fact that many low performing boys may have dropped out, those boys who remained in school made considerable gains relative to girls as they approached graduation. Boys from higher socioeconomic homes did as well as or better than girls in both data sets. Nevertheless, girls expressed a greater interest in college, especially girls from higher socioeconomic backgrounds. Black and Hispanic girls were more likely to take advanced placement examinations. This may reflect the better employment opportunities many boys have right after high school. Many Black young men and some Hispanics express interest in the military as an alternative to college. (DK)

ED 360 244 SO 023 283

Nagy-Darvas, Judith

**The Studio in a School Association Professional Development/Mentoring Program, 1991-92. OREA Report.**

New York City Public Schools, Brooklyn, N.Y.

Pub Date—92

Note—54p; Appendix E on the staff ratings of the importance of arts education has extremely small, barely legible print.

Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 734, Brooklyn, NY 11201.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Art Education, \*Artists, \*Art Teachers, Educational Research, Elementary School Students, Interdisciplinary Approach, \*Mentors, Modeling (Psychology), Primary Education, \*Professional Development, \*Teacher Education, Teacher Workshops, Teaching Models

Identifiers—Studio in a School NY

The Studio in a School was an experimental program in which artists train selected classroom teachers with no formal art background to link art activities with other content area subjects. This professional development/mentoring program for classroom teachers then enabled the teachers to provide turkey training to other colleagues in their school. The program took place in six elementary schools that participated in school-based management/shared decision-making. The program consisted of on-site, hands-on workshops for participants, plus planning sessions between individual teachers and artists, supervised classroom presentations, exhibitions of student art work, and turkey training workshops. Evaluators concluded that the workshops were well planned and modeled effective art teaching techniques. They reported that teachers were comfortable with the materials, techniques, and classroom environment. The children were interested and active in class discussion. Supplies and equipment were found to be generally adequate. Teachers felt that the program had a positive impact on students' art awareness, abilities, self confidence, and ability to make critical distinctions. They agreed that art education was an important part of the curriculum and should not be abandoned

in times of budgetary restrictions. They felt that with the proper training, art could be taught successfully by teachers without an art background. Evaluators recommended that the program be expanded, be implemented earlier in the school year, and a refinement in school selection procedures be requested to ensure full support for the program at the school level. Five appendices include results of interviews with classroom teachers and principals. (DK)

ED 360 245

SO 023 316

Wojan, Linda S.

**Resources for Teaching about Japan.**

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.

Spons Agency—Japan Foundation, New York, NY.; Office of Educational Research and Improvement (ED), Washington, DC.; United States-Japan Foundation.

Pub Date—93

Contract—RR93002014

Note—60p.

Available from—Publications Manager, Social Studies Development Center, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

Pub Type—Reference Materials - Bibliographies (131)—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Enrichment, \*Educational Resources, Elementary Secondary Education, Foreign Countries, \*Instructional Materials, \*Intercultural Programs, \*International Educational Exchange, International Relations, \*Japanese, Social Studies

Identifiers—Japan, \*Japanese Culture

This book lists resources for materials and ideas for teaching about Japan. The resource listings are not intended to be encyclopedic and are not intended to be a comprehensive listing of every useful curriculum item. The attempt has been made to highlight especially those organizations that work with kindergarten through grade 12 teachers, understand their needs, respect their challenges, and design meaningful materials. Programs, materials, and groups are organized in 16 sections. The first section describes the National Precollegiate Japan Projects Network. Thirteen programs across the United States are included with address, telephone, and contact information. The section on outreach programs includes 31 entries connected with museums, educational organizations, and federally funded programs. The third section lists 19 related organizations that do not focus on Japan specifically but provide services and materials helpful to those teaching about Japanese culture. The section for audio-visual materials lists three sources to contact for comprehensive listings of these materials. The next four sections give addresses of the Japanese embassy, consulates general, and Japan information centers, Japan External Trade Organization (JETRO) offices, Japan National Tourist Organization (JNTO) offices, and Japanese chambers of commerce in the United States. Other sections list additional exchange programs not included in previous sections; Japan-America Societies; sister cities; resources for Japanese language instruction; publishers, distributors, and newsletters; and funding foundations. Information on the National Clearinghouse for United States-Japan Studies and the ERIC database is given. The section on ERIC resources includes instructions for obtaining listed materials, and a sampling of 32 items. (DK)

ED 360 246 SO 023 321

**International Exchanges in a Changing World.**

Hearing before the Subcommittee on International Operations of the Committee on Foreign Affairs, House of Representatives, One Hundred Second Congress, Second Session.

Congress of the U. S., Washington, D. C. House Committee on Foreign Affairs.

Report No.—ISBN-0-16-039264-0

Pub Date—9 July 92

Note—112p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Foreign Policy, Higher Education, \*International Cooperation, \*International Educational Exchange, \*International Relations, Secondary Education

Identifiers—\*United States Information Agency

This hearing discusses the profound political changes taking place in the world with the collapse of the Communist governments of the Soviet Union and Eastern Europe, and the importance of an exchange of students and educational programs among nations in an attempt to promote a new manner of thinking to go along with the new world situation. It is urged that the United States Information Agency (USIA) be strengthened and improved so that it will support the needs of U.S. citizens to understand other nations and their languages. Overseas post support from USIA is critical to maintaining privately funded educational exchanges, including important educational advising services. USIA also traditionally has provided support for research on issues essential to exchange activities. This includes information on the structure of other nations' educational programs, their degrees, and the educational credentials they issue. The information is necessary for the admission of foreign students into U.S. institutions and for the provision of credit for U.S. student academic work abroad. The report consists of testimony on the importance of international educational exchange as new foreign policy funding legislation was discussed. Representatives of USIA testified that the matter of international educational exchange was very important to the Agency, both training students and fostering the true exchange of ideas. Private international exchange groups are faced with new concerns for international citizen and youth exchange in the increased demand from the states of the former Soviet Union and the need to ensure quality exchanges while increasing quantity. (DK)

ED 360 247 SO 023 324

May, Wanda T.

**A Summary of the Findings in Art and Music: Research Traditions and Implications for Teacher Education, Elementary Subjects Center Series No. 88.**

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 93

Contract—G0087C0226

Note—84p.

Available from—Center for the Learning and Teaching of Elementary Subjects, Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (\$7).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Aesthetic Education, \*Art Education, \*Art Teachers, \*Curriculum Development, \*Curriculum Evaluation, Educational Research, Elementary Education, \*Music Education, Music Teachers, Teacher Education

Identifiers—Discipline Based Art Education

This report focuses on the implications of eight Center for the Learning and Teaching of Elementary Subjects studies in elementary art and music education and synthesized existing research with respect to teacher education in art and music education. The first section provides a summary of the major findings in each of the Center studies in art and music conducted over a 5-year period. Of particular interest to researchers was the improvement of teaching these subjects to enhance students' depth of understanding and meaningful applications in everyday life. The second section presents a synthesis and comparative review of the research literature in art and music teacher education in light of these findings. The literature review addressed several perennial and contemporary issues in arts education at the elementary level. The interests and goals of art and music education were mapped onto the larger historical context of U.S. curriculum and the multiple, competing goals for education. Little attention has been given to how to teach these disciplinary areas beyond art production or musical performance and what kind of knowledge, experience, preparation, and support teachers need in order to implement such a reform in K-12 practice. The third section examines research trends and current interests in general teacher education. Concerns such as contextual constraints in teacher education reform, teachers' subject matter knowledge, conceptual orientations to teacher education programs, and change strategies are used as a template to identify similarities, omissions, and promising directions in research and program development for art and music teacher education. (DK)

ED 360 248 SO 023 325

Fowler, Charles McMullan, Bernard J.

**Understanding How the Arts Contribute to Excellent Education. Study Summary.**

OMG, Inc., Philadelphia, PA.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date—91

Contract—DCA-90-50

Note—73p.

Available from—OMG, Inc., 2100 Architects Building, 117 South 17th St., Philadelphia, PA 19105.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Art, \*Art Education, Classroom Environment, Creativity, \*Curriculum Development, Educational Policy, Effective Schools Research, Elementary Secondary Education, \*Excellence in Education, Self Expression

Identifiers—Charleston County School District SC, Chula Vista City School District CA, Milwaukee Public Schools WI, Needham School District MA, Protestant School Board of Greater Montreal, Saint Augustine School for the Arts NY

The ideas and case materials discussed in this study can contribute to the national dialogue on education reform and the search for excellence in all areas of education. The study attempts to clarify what the arts contribute to education. While it indicates that much more needs to be done, it suggests actions and approaches which can be utilized now so that the singular contributions of the arts to children can be supported. To enter the future citizens will need the power, thinking, creativity, discipline, energy, and unique forms of apprehending and organizing knowledge that the arts offer. Some key findings of the study include: (1) the arts can foster the development of students who are engaged actively in learning; (2) the arts contribute to the development of a creative, committed, and exciting school culture of teachers, students, and parents; (3) the arts play a role in generating a dynamic, coordinated, and cohesive curriculum; (4) the arts can build bridges to the larger community, the broader culture, and other institutions; (5) the arts can humanize the learning environment; and (6) the arts contribute to improved academic performance. The schools and the eight exemplary models identified in this study are examples of excellence, and each of the programs is discussed and related to the key finding of the study. Four significant sets of implications emerged from the study. The first set is concerned with the general contours of an emerging comprehensive arts education model; the second is concerned with the model's connection to excellent education; the third pertains to ways such a model might be implemented more broadly; and the fourth concerns the characteristics of further assessment research that would advance the understanding of the model and its effects. (DK)

ED 360 249 SO 023 329

Stokrocki, Mary

**The Transmission and Reproduction of Art Culture in One Navajo Public School System.**

Pub Date—92

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*American Indian Culture, \*American Indian Education, \*Art Education, Art History, \*Art Teachers, Cultural Differences, Cultural Education, Educational Research, Elementary School Teachers, Elementary Secondary Education, \*Public Schools, Secondary School Teachers, Teaching Methods

Identifiers—\*Culture Transmission, \*Navajo (Nation)

This paper describes a microethnographic pilot study describing, analyzing, and interpreting how culture is transmitted and retained in one Navajo public school system. The study is both historically and educationally significant because it presents a portrait of the everyday realities of art teaching and learning in a school system during a period of transition as new teachers were hired, and new programs were developed. The aim of the study was to understand education in this context and to come to know the participants in order to offer a vivid education picture and some sensitive insights. Comparisons suggested that Navajo art education had changed

greatly and was centered around the student as a Navajo and an American. Conflicts in the meanings of culture and education existed between the Navajo conception of education as a process of cultural preservation and harmony and the dominant culture emphasis on cultural change. The quality and quantity of art teachers have improved greatly. Even Anglo teachers adopted some Navajo teaching strategies such as being patient, flexible, gentle, and offering more individual technical and perceptual guidance, to relax and exchange good natured teasing. The Navajo word for teaching is showing. The culture teachers showed more than just technique. They shared ethical values like persistence, self-esteem, sharing, and the aesthetics of beauty. They were more repetitive in teaching and used more personal story telling, an appropriate art history method to adopt. (DK)

ED 360 250 SO 023 333

Ockenden, Sandy

**Consumerism & Development.**

Victoria International Development Education Association (British Columbia).

Pub Date—91

Note—10p.

Available from—Victoria International Development Education Association, 407 620 View Street, Victoria, British Columbia, Canada V8W 1J6 (\$1 Canadian each; \$6 Canadian for series).

Journal Cit—Teachergram; v4 n1 Win 1991

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Consumer Economics, Developed Nations, Developing Nations, \*Economic Development, Economic Impact, Foreign Countries, \*Global Approach, Instructional Materials, International Relations, Learning Activities, Living Standards, Social Studies, \*Waste Disposal, \*World Problems

Identifiers—\*Consumers, \*Consumption

This material asks social studies students in Canada to recognize the implications of the lifestyles of citizens in developed countries, and the power that consumers have to create change for a better world, to be agents of positive development. Development is seen as a four faceted process. This model implies that development is an approach to change rather than a move to a certain standard of living. Positive development involves: (1) awareness of interconnectedness and interdependence in the global community, (2) awareness of cultural, social, and environmental costs of economic growth, (3) equitable distribution of global wealth and decision making, and (4) empowerment of individuals and communities to make socially just choices and to take responsibility for their choices. Economic growth and consumerism are interconnected in that social and economic systems are built on consumerism. The consumption of goods helps drive the economy. Consumerism and economic growth have an enormous impact on the world, yet seldom are questioned by society. By using power as consumers wisely people can take action for positive development both locally and globally. Environmental, economic, and human costs are explored, as are advertising, and waste management. A student activity for role play helps students to investigate the decision making and policy aspects of community waste management. Additional activities and a list of available resources are included. (DK)

ED 360 251 SO 023 344

**History as the Core of the Precollege Social Studies Curriculum. A Statement of Policy.**

Organization of History Teachers, Chicago, IL.

Pub Date—93

Note—6p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, College Preparation, Critical Thinking, \*Curriculum Design, Elementary School Curriculum, Elementary Secondary Education, \*History Instruction, Moral Development, Secondary School Curriculum, \*Social Studies

This policy statement by a national professional association of history teachers from kindergarten through grade 12 begins by pointing out that history currently functions as the core of the social studies curriculum prior to college. This position should be expanded and enhanced as a matter of sound curriculum policy. History alone of the social studies pro-



vides an orderly plan, integrating the different elements from the other social studies and the humanities. History is the most comprehensive, integrated way of knowing about human societies. History's core concepts of change and continuity best represent the full context and complexity of human experience. History prepares young people for citizenship in the United States through a broader vision of the world. It expands the self-knowledge needed by young people for healthy moral development. The study of history refines the habits of mind needed for academic achievement and success in the modern world. It involves: (1) determination of the facts with an open mind; (2) scrupulous attention to context; (3) sensitivity to the interplay between the immediate and the long term; (4) awareness of the pervasiveness of sources; (5) resistance to conspiracy theories and notions about history being predetermined; and (6) appreciation of broad reading and experience as a basis for conclusions. History's narrative approach uniquely conveys the human drama, infusing the past, present, and future by providing emphasis on chronology and sequential order, attention to rhetoric and verbal expression, focus on men and women as the nexus for historical forces, and concern with description first and analytical judgments second. History enjoys a wider support than other social studies. For these reasons, history should remain the mainstay of the social studies. (DK)

ED 360 252 SO 023 350

**Harik, Ramsay M.**  
**Thinking About Our Future: War, Society, and the Environment. A Series of Lesson Plans.**  
Indiana Univ., Bloomington, Indiana Center on Global Change and World Peace.  
Pub Date—93  
Note—130p.  
Pub Type—Guides - Classroom - Teacher (052)  
**EDRS Price - MF01/PC06 Plus Postage.**  
Descriptors—Citizen Participation, Cooperative Learning, Ecology, Environment, High Schools, International Relations, Nuclear Warfare, Peace, Social Studies, War, World Affairs  
Identifiers—Cold War, Global Education, Peace Education

This packet of 11 lesson plans is designed to help high school social studies classes examine socio-political issues facing the post-Cold War world. Though its multi-disciplinary approach touches upon a number of current topics, the packet's particular focus is on the wide-ranging impact of war and militarism on the planet's growing ecological crises. The lessons have been designed to introduce students to the background information they need to intelligently analyze today's international news, as well as to encourage students to ask critical, normative questions such as "what is the meaning of 'security' in today's world?" and "what is the role of the citizen in fostering environmental consciousness?" A basic premise running throughout the lessons is that new, globally-oriented thinking must take the place of the old, narrowly defined nation-state system if humanity is going to overcome the environmental crisis facing it. Thus, in addition to lessons such as "Re-thinking 'Security' in the 'New World Order'" and "Weapons Conflict Resolution at the Personal, Social, and International Level," there is also a strong focus on nuclear proliferation as a paradigm of the special dangers of violent confrontation in the modern age. The lessons offer a variety of activities and strategies to encourage an active and constructive engagement with these issues, in particular role-playing, cooperative learning formats, and journaling. A resource list at the end of the packet describes currently available fiction, non-fiction, videos, journals, and organizations relevant to the issues at hand. (RMH)

ED 360 253 SO 023 431

**Parker, Franklin**  
**Teacher Education USA: Western Carolina University Centennial in National Perspective.**  
Pub Date—90  
Note—14p.  
Pub Type—Reports - Descriptive (141) - Historical Materials (060)  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Educational History, Elementary Secondary Education, Guidelines, Higher Education, Teacher Certification, \*Teacher Education  
Identifiers—Madison (Robert Lee), National Board for Professional Teaching Standards, \*Normal Schools, \*Western Carolina University NC  
Three events in U.S. teacher education are dis-

cussed: the founding of the first state supported normal school in Massachusetts in 1839, the founding of Western Carolina University in 1889 (Cullowee, North Carolina), and the announcement by the National Board for Professional Teaching Standards (NBPTS) in 1989 of guidelines for national certification of elementary and secondary school teachers to take effect in 1993. In exploring the reasons for the low status of teaching as a profession, this paper traces the history of teacher education from ancient through colonial and Victorian times. Normal schools were inspired by European models and provided a climate where teacher education could be idealized as a profession without the elite academy and college disdain. By 1900 U.S. teacher education was hindered by low pay, part year work with most schools open only 3 to 7 months a year, and unfair hiring practices in which relatives of school board members usually got the jobs. With the transformation of society from frontier-agrarian to urban-industrial after 1900, normal school training could no longer meet society's need for education. The institutions had to be upgraded or replaced by higher education programs. Opposition came from traditional eastern colleges and universities and the normal school officials. The application of science and psychology to education aided in the switch from normal schools to teacher colleges. In addition, the rising accreditation standards for teachers in the last few years have raised issues that may eventually help to elevate teaching to a higher status. (DK)

ED 360 254 SO 023 432

**Kimmel, Paul R.**  
**Assessing the Impact of Peace Building Processes.**  
Pub Date—91  
Note—8p.  
Pub Type—Reports - Evaluative (142)  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Cultural Awareness, Cultural Differences, \*Intercultural Communication, \*International Relations, \*Peace, Program Evaluation, Social Science Research, \*Social Theories, World Affairs  
It is important for those interested in contributing to a stable world peace to focus their attention and work on positive, proactive programs that will promote peace building rather than negative, reactive programs intended to reduce violence. This paper focuses on such a training program for international negotiators. The program is intended to develop self-awareness and intercultural communication skills that will enable the negotiators to understand and collaborate with each other more effectively in future negotiations. The impact of these informed negotiations on the process of peace building is assessed. Peace building is a process that takes place through social organizations and relationships that can deal with the conflicts, stresses, and frustrations that are inevitable in international relations without resorting to violent behavior and war. (DB)

## SP

ED 360 255 SP 034 239

**Guidelines for Comprehensive Sexuality Education: Kindergarten-12th Grade.**  
Sex Information and Education Council of the United States, Inc., New York, N.Y.  
Spons Agency—Carnegie Corp. of New York, N.Y.  
Pub Date—91  
Note—59p.; Prepared by the National Guidelines Task Force.  
Available from—SIECUS, 130 West 42nd Street, Suite 2500, New York, NY 10036.  
Pub Type—Guides - General (050)  
**EDRS Price - MF01/PC03 Plus Postage.**  
Descriptors—Concept Formation, \*Curriculum Development, Educational Practices, \*Elementary School Teachers, Elementary Secondary Education, Guidelines, Health Promotion, \*Secondary School Teachers, \*Sex Education, \*Sexuality  
Identifiers—\*Age Appropriateness, Task Force Approach  
The National Guidelines for Comprehensive Sexuality Education were developed by a Sex Information and Education Council of the United States (SIECUS) task force made up of health, education, and sex education professionals. The group was tasked with formulating sex education concepts and guidelines within four developmental levels, from kindergarten through high school, to provide class-

room teachers with a theoretical basis for daily programs. Following a discussion of the goals and values of sex education, the main body of the document focuses on six key concepts: human development (reproductive anatomy, reproduction, puberty, body image, and sexual identity); relationships (families, friendship, love, dating, marriage, and parenting); personal skill (decision making, communication, assertiveness, and negotiation); sexual behavior (masturbation, abstinence, human sexual response, fantasy, and sexual dysfunction); sexual health (abortion, sexually transmitted diseases, HIV infection, and reproductive health); and society and culture (gender roles, sexuality in the law and religion, and sexual diversity). Tables displaying key concepts and a topical outline are provided. (LL)

ED 360 256 SP 034 414

**Williams-Robertson, Lydia**  
**Technology, Training, and Curricula Revisited: The National Science Foundation Grant to the Science Academy of Austin 1991-92. Final Report.**  
Austin Independent School District, Tex. Office of Research and Evaluation.  
Spons Agency—National Science Foundation, Washington, D.C.  
Pub Date—Aug 92  
Contract—NSF-TPE-9053838  
Note—22p.  
Pub Type—Reports - Evaluative (142)  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Academic Achievement, \*Computer Uses in Education, Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, Environmental Education, \*Faculty Development, Inservice Teacher Education, Mathematics Instruction, Program Evaluation, Science Curriculum, \*Science Instruction  
Identifiers—\*Austin Science and Mathematics Consortium TX

The Austin (Texas) Science and Mathematics Consortium funded by a 4-year grant that has 2 basic goals: to improve the skills of K-12 teachers in science and mathematics and to increase student learning and performance in science concepts. Program activities, which began in 1990-91, focus on four components: curriculum development, staff development, student participation, and private sector involvement. This evaluative report relates findings that emerged from survey data collected from participating teachers and students. The three new curricula piloted during 1991-92 focused on environmental issues and received positive ratings from the piloting teachers. Most students who participated in the pilot curricula projects reported an increased knowledge and awareness of environmental issues. Some students reported increased interest in science. During the three staff development institutes held for teachers during the summer of 1991, teachers received training in educational technology and curriculum development. As a result of the Technology Institute, teachers reported an increase in both their computer skills and classroom use. However, few of the teachers who participated in the institute on water pollution consistently monitored their curriculum-related activities, resulting in little information on the impact of this staff development activity. The program included extensive private sector involvement. (IAH)

ED 360 257 SP 034 428

**Sagor, Richard**  
**How To Conduct Collaborative Action Research.**  
Association for Supervision and Curriculum Development, Alexandria, VA.  
Report No.—ISBN-0-87120-201-8  
Pub Date—92  
Note—89p.  
Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314 (\$6.95).  
Pub Type—Guides - General (050)  
**EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.**  
Descriptors—\*Action Research, Classroom Research, \*Collegiality, Educational Objectives, Elementary Secondary Education, Professional Recognition, \*Research Methodology, Resistance to Change, \*Teacher Role, Theory Practice Relationship  
Identifiers—\*Professionalization of Teaching, Teacher Isolation

Collaborative action research, conducted by teams of practitioners, is a process that enables teachers: (1) to improve student learning, (2) to improve their own practice, (3) to contribute to the

development of their own profession, and (4) to overcome the isolation commonly experienced by classroom teachers. By promoting collegial relationships among practitioners, collaborative action research fosters professionalism in teaching. The process of collaborative action research has five sequential steps: problem formulation, data collection, data analysis, reporting of results, and action planning. Three techniques that facilitate effective problem formulation are reflective interviewing, analytic discourse, and graphic representation. Categories of data sources available to action researchers include existing sources (e.g., student work, archival evidence), tools for capturing everyday life (e.g., journals, logs, videos, observation checklists), and tools for questioning (e.g., interviews, written surveys, tests). The data analysis process involves identifying themes in the data collected and, then, using a scientific codification process to "interrogate" the data. Results are reported to break teacher isolation, contribute to the knowledge base, gain a voice in quality control, and foster a school culture that promotes learning for all. Four basic strategies can be used to implement an action plan based on data from action research: simple presentation of the data, establishing a pilot program, establishing a competing pilot program, and using the research as educational specifications. (Contains 30 references.) (IAH)

ED 360 258 SP 034 432

*D'Emidio-Caston, Marianne*  
**Simulation and Meta-Processing: Affective Component of Math Procedures.**

Pub Date—27 Feb 93

Note—11p; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).

Pub Type—Speeches/Meeting Papers (150) — Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, \*Attitude Change, Elementary Secondary Education, Gestalt Therapy, Higher Education, \*Mathematics Instruction, Metacognition, \*Methods Courses, Preservice Teacher Education, \*Simulation, \*Student Attitudes, Teacher Educator Education, Teaching Methods

Identifiers—California, \*Preservice Teachers

This paper describes a simulation activity, which was coupled with Confluent/Gestalt meta-processing, that was designed to address the affective component of a mathematics procedures class for preservice teachers. The activity consisted of an explanation and demonstration for teacher educators. It is argued that a reconstruction of disposition towards mathematics is an essential component of effective professional education programs. In order for student teachers to acquire a positive disposition towards mathematical thinking, instructors must help these students to deconstruct their prior learning, which may have negatively impacted their attitudes toward mathematics, and to reconstruct a new understanding of mathematical processes. In the simulation which is presented, participants experience an intervention, characterized by Confluent/Gestalt meta-processing, that can be used with student teachers in a mathematics methods class. The intervention is designed to access the powerful affective inhibitors to performance. Confluent education is an instructional model, in which the learner plays an active role, based on the premise that all learning is accomplished by an affective as well as a cognitive component. Meta-processing is a form of reflective thinking that occurs in the intervention, as participants examine their affective responses. (IAH)

ED 360 259 SP 034 441

*Heywood, J. And Others*

**Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91.**

Dublin Univ. (Ireland). Dept. of Teacher Education.

Pub Date—Sep 91

Note—58p; Paper presented at the Annual Conference of the Association for Teacher Education in Europe (Noordwijkerhout, Netherlands, September 1991).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Style, Course Content, \*Educational Psychology, Elementary Secondary Education, Foreign Countries, Higher Education,

\*Preservice Teacher Education, \*Student Attitudes, \*Student Research, Student Teachers, \*Student Teaching, Teacher Education Curriculum, Teaching Methods, \*Theory Practice Relationship

The two conference presentations contained in this document are entitled, respectively, "Experience versus Theory in Teacher Education: Student-Teachers as Researchers" by a tutor, J. Heywood, and two student teachers, A. FitzGibbon and L. A. Cameron, and "Researching Instruction while Student-Teaching" by student teacher Paula Carroll. The first paper describes student attitudes toward a course in psychology in teacher education as they were systematically obtained during academic years 1989-90 and 1990-91. The course was called Applied Psychology of Instruction, and its purpose was to consider the range of instructional potential and to invite student teachers to experiment with as many strategies as possible during their teaching practice. Specifically, the study assessed student attitudes toward use of different theories of instruction, including: concept learning, imagery, decision making, matching learning styles to teaching, and discovery or guided discovery. The paper concludes that the course helped student teachers experience and understand the value of different approaches to teaching, and recommends that it be made into a 2-year course due to its extensive content. The data discussed are displayed in 12 tables. The second paper cites evidence that testing and then retesting 12-year-olds with the Kolb Learning Styles inventory resulted in one-third of the students changing learning styles. The paper also found that teaching a lesson that goes through the four phases of the Kolb cycle improves learning, but it could not be proven that students learn best in the phase that corresponds to their own style. (Contains 22 references.) (JDD)

ED 360 260 SP 034 453

*Woloznyk, Carl A. Davis, Suzanne*

**Restructuring a Teacher Preparation Program Using the Professional Development School Concept.**

Pub Date—15 Feb 93

Note—28p; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*College School Cooperation, \*Educational Change, \*Educational Principles, Elementary Secondary Education, Higher Education, Partnerships in Education, \*Preservice Teacher Education, \*Program Development, School Districts, School Role, Teacher Education Programs

Identifiers—Holmes Group, Oakland University MI, \*Professional Development Schools

Improved professional education for teachers, counselors, and school administrators is needed in order to successfully reform schooling. Fundamental change in professional education requires educational partnerships between schools and universities. The professional development school (PDS) represents a pivotal element in the strategy of utilizing partnerships to effect restructuring of schools and teacher education programs. The place of these schools in the professional preparation of educators is considered analogous to the place of teaching hospitals in medical education. Although there are similarities between PDSs and laboratory schools, there are also differences that contribute to the PDSs' uniqueness. Establishing a PDS is a complex process, which can be expected to pass through four phases of development: exploration, orientation, implementation, and operation. This paper provides guidelines and identifies issues related to each phase. Two documents are included in the appendices: "Oakland University [Michigan] and Pontiac Schools Professional Development Schools: Criteria for Partners" and "Application for Oakland University-Pontiac Professional Development School." (IAH)

ED 360 261 SP 034 458

*Hughes, Muriel M. Ah Sing*

**Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations.**

Pub Date—Jan 93

Note—21p; Paper presented at the Annual Meeting of the Southwest Educational Research Association

(Austin, TX, January 28-30, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Entrance Examinations, Comparative Analysis, Correlation, Elementary Education, Grade Point Average, Higher Education, \*Nontraditional Students, \*Predictor Variables, Preservice Teacher Education, \*Student Teacher Evaluation, \*Student Teachers, \*Teacher Competency Testing, \*Teaching Skills

While the increase of older students in college undergraduate programs across the nation and the increasing need for teachers have been documented in a multitude of diverse research studies, there is little to link these two areas of research. This study provides a comparative analysis of 10 traditional and 22 nontraditional student teachers' performance on teacher competency measures. For this study, nontraditional students are individuals 24 years of age and older. The competency measures are divided into two parts: assessment of academic knowledge—ACT scores, grade point average, and NTE scores; and demonstration of teaching skills as measured by the student teaching evaluation scores. The Mississippi Teacher Assessment Instrument was used to derive these scores. The analysis of the data, done through a large correlation matrix, reveals relationships between achievement indicators and performance on the teacher competency measures, as well as an achievement profile of traditional and nontraditional students as it is colored by selected demographic variables. (Author/IAH)

ED 360 262 SP 034 464

*Neal, Larry L.*

**International Curriculums.**

Pub Date—24 Mar 93

Note—23p; Paper presented at the American Association for Leisure and Recreation Workshop on Teaching Effectiveness (Washington, DC, March 24, 1993). Some tables and figures may not reproduce well.

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Curriculum, Higher Education, International Education, International Programs, \*International Studies, \*Leisure Time, Parks, Program Development, \*Recreation, Tourism

This workshop presentation on international curriculums in the field of parks, recreation, leisure, cultural services, and travel/tourism comments that the literature is replete with articles addressing what the field is about, but not about curriculum issues, models, and structure. It reports an international survey of 12 college educators concerning their curriculum's mission statements, domains covered, course titles, and other highlights. The survey found no universally accepted curriculum structure or format. The paper describes the WICE program, which is an innovative international university program offering 20-month certificate courses and short-term thematic courses in The Netherlands. Highlights of information from the "International Directory of Academic Institutions in Leisure, Recreation and Related Fields" are then presented, including general information; statistical data; and organizational charts of educational systems in such countries as Cameroon, China, Israel, Japan, Austria, Denmark, and France. (JDD)

ED 360 263 SP 034 503

*Brindley, Syble*

**School Health Coalition Building—One State's Plan.**

Pub Date—27 Mar 93

Note—7p; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, \*Child Health, \*Controversial Issues (Course Content), Educational Change, Elementary Secondary Education, \*Health Education, High Schools, \*Lobbying, \*Organizational Development, Planning, Political Issues, Politics of Education, Required Courses, Sex Education, State Legislation, \*Teamwork

Identifiers—\*Alabama

This conference presentation chronicles the development of a coalition of over 20 Alabama health

and education agencies, institutions, and organizations, representing a united effort to strengthen comprehensive school health in the state. The coalition was formed in response to removal of the mandated high school health requirement from the Code of Alabama, which resulted from the lobbying activities of groups against sex education. The coalition-building process involved identifying agencies and groups interested in the promotion of school health of children; acquiring commitments from key groups to offer their expertise, skills, and resources; drafting a position statement; developing a funding proposal; monitoring Alabama Board of Education meetings and the legislature; increasing public awareness of the need for comprehensive school health; meeting with media representatives; adopting by-laws and electing officers; establishing committees in the areas of communication, education/professional preparation, and legislative/public policy; and conducting training for coalition members. (JDD)

**ED 360 264** SP 034 514  
Mills, Brett D.

**Physical Education in Higher Education: What Should We Name Ourselves?**

Pub Date—Oct 92

Note—18p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Definitions, \*Educational Change, Educational History, Higher Education, \*Physical Education, Professional Recognition, Teacher Education, \*Teaching (Occupation), \*Vocabulary

The use of the term "physical education" in higher education began in the 1920's, with previous terminology including "gymnastics," "hygiene," and "physical culture." There is now a large constituent of educators who feel the name physical education no longer accurately describes the field. Various names have been considered, primarily "kinesiology," along with "sport science," "movement science," and "human performance." Arguments for and against adoption of each of these terms are cited. It is concluded that the term "physical education" is neither too broad nor too narrow in focus. Some educators concerned with changing the field's name in actuality want to change the field's identity. Changing the field's name will not automatically improve its status in education or in the community. The field is troubled by such problems as individuals within the field who are less than professional and by colleges offering such courses as kick-ball and dodge-ball as formal physical education courses. Educators in physical education cannot hide behind a new name, but must look to the future and change the image, not the name. (Contains 23 references.) (JDD)

**ED 360 265** SP 034 519

Thomas, Robert G.

**The Effect That Method of Instruction Has on Achievement in Core Academic Content Areas.**

Pub Date—Apr 93

Note—25p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Change Strategies, Core Curriculum, Futures (of Society), Intermediate Grades, Junior High Schools, Middle Schools, Research Proposals, School Effectiveness, \*School Restructuring, Self Contained Classrooms, \*Teaching Methods, \*Urban Education

Identifiers—Reform Efforts

In the spirit of educational reform, this paper discusses school restructuring and proposes a model for making education more responsive to the needs of urban youth by fostering competence built upon unique cultural resources and individual skills already possessed. The proposed project would target the middle school, which is considered an ideal starting place for structuring change because it is at this level that the gains of the elementary school are thought to be lost. The following structural changes are proposed: (1) redesign of the self-contained classroom; (2) professional diversification through the use of teachers as craftsmen, specialists, and artists; (3) the use of teaching teams; (4) the incorporation of group processing and problem-solving skills for both students and teachers; (5) a less hierarchical management structure; and (6) increased monitoring of performance through the use of advanced technologies. The three instructional strategies being considered are teacher-assisted instruction, team-assisted instruction, and com-

puter-assisted instruction. The effectiveness of these strategies will be related to the core subjects of reading, mathematics, and science to assess academic achievement. (Contains 22 references.) (LL)

**ED 360 266** SP 034 523

Mills, Brett D.

**Review of Literature: Utilizing Film/Videotape through Modeling or Self Examination of Performance To Enhance Performance.**

Pub Date—Apr 92

Note—21p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Athletics, College Freshmen, Films, Higher Education, Instructional Effectiveness, Literature Reviews, \*Modeling (Psychology), \*Motor Development, \*Performance Factors, Physical Education, Preservice Teacher Education, \*Psychomotor Skills, Self Evaluation (Individuals), Skill Development, \*Teaching Methods, \*Videotape Recordings, Visual Aids

This paper examines eight studies that utilized film or videotape to enhance motor performance through modeling or self-examination of performance. The studies, dating as far back as 1944, dealt with learning bowling, golf, basketball, throwing, gymnastics, racquetball, and other motor tasks. For each study, the paper outlines the problem, the purpose, the method, the results, and interpretation of the results. (Contains 14 references.) (JDD)

**ED 360 267** SP 034 530

Seefeldt, Vern. And Others

**Overview of Youth Sports Programs in the United States.**

Carnegie Council on Adolescent Development, Washington, DC.

Pub Date—[93]

Note—133p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Adolescents, \*Athletic Coaches, \*Athletics, At Risk Persons, Elementary School Students, Elementary Secondary Education, \*Program Effectiveness, Secondary School Students, Sex Differences, \*Sport Psychology

This overview focuses on two out of the six categories of organized youth sports; namely, agency-sponsored and interscholastic athletics. The discussion of the current status and proposed future direction of organized athletics for youth includes seven components of the problem: the role of youth sports in American culture; the role of athletic competition in youth development; education of youth sport coaches; injury prevention and safety in youth sports; patterns of participation and attrition in sports by adolescents; issues of gender in youth sports; and effectiveness of sports programs for adolescents. The discussion focuses on adolescents, especially those who live in high-risk environments. Programs that seem to be meeting specific objectives have been identified as a resource for those who seek models of effectiveness. Responses of youth to a survey about their experiences in organized sports are summarized. Among the findings are: progress toward true equality in sports opportunities regardless of gender has been made, but participation rates for boys continue to be much higher than those for girls; a commitment to provide programs for specific populations, such as low-income or minority groups, is absent from the mission, goals, and objectives of many national governing agencies; the potential benefits of competition are acknowledged, but whether these benefits are actually experienced by a significant number of participants depends largely on the quality of adult leadership; and competitive sports have the potential to produce negative effects, such as the disintegration of moral development. The paper concludes with 23 recommendations, divided among the following topics: Organization of Sports Programs (11 recommendations); Scheduling of Practice and Games (3 recommendations); Quality of Adult Leadership (9 recommendations); Three appendices provide information on two publications ("Guidelines for Coaching Education: Youth Sports" and "Coaching Certification: A Position Paper") and an address list of representatives of national youth sports governing agencies. Contains 78 references. (AMH)

**ED 360 268** SP 034 532

Smith, Christen

**Overview of Youth Recreation Programs in the United States.**

Carnegie Council on Adolescent Development,

Washington, DC.

Pub Date—Sep 91

Note—92p.; Occasional light or broken type.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Adolescents, Agency Cooperation, At Risk Persons, \*Community Recreation Programs, \*Community Resources, Community Services, \*Health Promotion, \*Leisure Education, Lifetime Sports, Policy Formation, \*Recreational Activities, Recreation Finances, Secondary Education, Self Actualization, Trend Analysis

Community recreation services provide enjoyable, interesting and challenging opportunities that will enhance the well-being and healthy development of participants, enrich community life, and provide life skills training for youth. Leisure skills and interests gained in adolescence contribute significantly to the development of human competence and the achievement of self-actualization. Successful recreation programs operate under the philosophy that youth are a resource to be developed, rather than a problem to be managed; therefore, constructive use of leisure must become an integral part of the school curriculum at all levels. This paper presents an overview of community recreation services for youth, examines current issues in community recreation services for young adolescents with a particular focus on at-risk youth, discusses the value of participation in organized sports, and provides an overview of programming for youth. Innovative and exemplary programs that serve the needs of youth are highlighted. The paper also includes an examination of funding strategies for leisure services, analyzes trends and issues in recreation and leisure services, and sets forth challenges for public policy makers. (Contains approximately 100 references.) (LL)

**ED 360 269** SP 034 533

Talbot, Gilles L.

**Self-Regulated Achievement in the Cegep Student: Motivated Strategies for Learning.**

Pub Date—92

Note—84p.; Cegep is an acronym for "College d'enseignement general et professionnel."

Pub Type—Reports - General (140)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Achievement, Cognitive Restructuring, College Faculty, \*College Students, Foreign Countries, Higher Education, \*Learning Strategies, \*Mathematics Anxiety, \*Metacognition, Qualitative Research, Seminars, Student Attitudes, Student Behavior, \*Student Motivation, \*Study Skills

Identifiers—Champlain Regional College PQ

This report and a motivation seminar were prepared for teachers in the Social Sciences Department at Champlain Regional College (Quebec) to study motivational dispositions of students who either avoided registering for a course in Quantitative Methods or failed out in important numbers. Teachers' consensus was that students in general seemed to lack self-regulatory mechanisms for academic achievement. A qualitative survey revealed that teaching students how to study and when to study would promote students' self-regulated academic achievement behaviors. The document is divided into five chapters: in Chapter 1, student cognitions are related to their motivations for studying; Chapter 2 focuses on motivational values and expectations, cognitions, metacognitions, and strategy management; Chapter 3 concentrates on teaching learning strategies to students; Chapter 4 examines teaching form and content and provides a detailed case study; and Chapter 5 presents a discussion, suggestions for future work, and conclusions. Appendices provide an article entitled "The Danger of Success in Math" (Earl Babbie) and Seminar Presentation Transparency Masters. (Contains approximately 60 references.) (LL)

**ED 360 270** SP 034 534

Sandoval, Pamela A.

**The "U" in UTEP: Development of the Urban Curriculum and Its Delivery, Second Year Report to the Indiana Department of Education, Teacher Training and Licensing Advisory Committee.**

Indiana Univ. Northwest, Gary.

Pub Date—May 92

Note—128p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Alternative Teacher Certification, College School Cooperation, \*Curriculum Devel-



opment, Elementary Secondary Education, Higher Education, Inservice Teacher Education, \*Preservice Teacher Education, \*Program Evaluation, Research Design, \*Teacher Education Curriculum, \*Urban Education  
Identifiers—Indiana University Northwest, Professional Development Schools, \*Urban Teacher Education Program IN

This report provides an outline of the Urban Teacher Education Program (UTEP), describes curriculum development and delivery, and discusses the progress that has been made toward program goals. UTEP is a school district/university consortium for school-based professional preparation and development. Members of the consortium include: Indiana University Northwest, East Chicago Public Schools, East Chicago Federation of Teachers, Gary Community School Corporation, Gary Teachers Union, School City of Hammond, and the Hammond Teachers Federation. UTEP seeks to provide relevant urban education and experience for preservice teachers and to increase the professional development of teacher instructors—skilled master teachers—at the schools that serve as professional development centers (PDC). Field experiences for preservice teachers take place at either the elementary, middle, or high school professional development center. UTEP includes a graduate inservice teacher certification component—an alternative teacher certification program. The report details the evaluation plan and research design for the program and the appendices include protocols used in interviews with university faculty and PDC teacher instructors, as well as a survey instrument that collects information from faculty and teacher instructors on their instructional objectives and assessment methods. The appendices also include a list of 21 publications, papers, and presentations related to UTEP. (Contains 52 references.) (IAH)

ED 360 271 SP 034 543

Kull, Judith A. Bailey, Jerry D.

**Perceptions of Recent Graduates: Leadership and "Standing Out."**

Pub Date—Apr 93

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For related paper, see SP 034 546.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Beginning Teachers, Elementary Secondary Education, Graduate Surveys, Higher Education, \*Informal Leadership, Principals, Schools of Education, Self Evaluation (Individuals), Teacher Administrator Relationship, \*Teacher Attitudes, \*Teacher Characteristics, Teacher Evaluation, \*Teacher Role, Teaching (Occupation), Teaching Experience

Identifiers—Austin College TX, Drake University IA, Oakland University MI, \*Outstanding Teachers, Texas A and M University, University of Florida, University of Kansas Lawrence, University of Nebraska Lincoln, University of New Hampshire, University of Rhode Island, University of Vermont, University of Virginia

This paper reports on a comprehensive survey of 1400 recent graduates of 11 teacher preparation institutions and nearly 500 principals who supervise them in their new teaching jobs and discusses data concerning leadership and collegial sharing of knowledge. The discussion of results focuses on two parts of the survey questionnaire: graduates' perceptions of themselves as leaders or change agents in their schools, and an open-ended question on the graduates' perceptions of how they "stand out" from their teacher-peers. Analysis of responses suggests that: (1) graduates of the 11 institutions were less willing to describe themselves as leaders or change agents than were the principals with whom they work; (2) graduates who have been teaching for 4 or 5 years perceive themselves to be functioning as leaders more often than their counterparts who have been teaching for 1 to 3 years, but still reported a low incidence of what they considered leadership behavior; (3) informal leadership behaviors were reported more often than traditional teacher-leader roles; (4) graduates described themselves as "standing out" among their teacher peers because they loved, cared about, and related well to children, tried new ideas and strategies in the classroom, had excellent rapport with colleagues, parents, and administrators, and were enthusiastic about teaching. (LL)

ED 360 272 SP 034 546

Andrew, Michael D. Schwab, Richard L.

**An Outcome Assessment of Graduates of Eleven Teacher Education Programs.**

Pub Date—Apr 93

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For related paper, see SP 034 543.

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment, Comparative Analysis, Consortia, Elementary Secondary Education, Graduate Surveys, Higher Education, Principals, \*Program Effectiveness, Schools of Education, Self Evaluation (Individuals), \*Teacher Attitudes, Teacher Behavior, \*Teacher Education Programs, \*Teacher Effectiveness, Teacher Evaluation, \*Teacher Persistence, Teaching (Occupation)

Identifiers—Austin College TX, Drake University IA, Oakland University MI, Texas A and M University, University of Florida, University of Kansas Lawrence, University of Nebraska Lincoln, University of New Hampshire, University of Rhode Island, University of Vermont, University of Virginia

This paper reports on a follow-up study of teacher education program graduates that was conducted by a consortium of 11 universities to gain evidence of their students' performance, to determine the effectiveness of their programs, and to compare graduates of 4-year and 5-year teacher education programs. Two instruments were developed and distributed. The first, a survey, was completed by 1,390 graduates and included entry and retention data, self-reports of attitude toward teaching, preferred methods of teaching, and leadership behaviors; the second, a teacher effectiveness survey, provided principals' (N=481) evaluations of teaching performance. Results include: (1) graduates of extended programs enter teaching at significantly higher rates and show higher rates of retention than do graduates of 4-year programs; (2) great program variation exists among institutions; (3) there are outstanding programs of many types in teacher education; (4) certain institutions produce graduates who stand out in certain outcome areas; and (4) institutions can learn from each other how better to prepare teachers. (Contains 15 references.) (LL)

ED 360 273 SP 034 581

**The Health/Education Connection: Initiating Dialogue on Integrated Services to Children at Risk and Their Families. Symposium (Alexandria, Virginia, March 5-6, 1990).**

Spons Agency—American Academy of Pediatrics, Elk Grove Village, IL; American Association of Colleges for Teacher Education, Washington, D.C.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—Mar 90

Note—25p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Agency Cooperation, At Risk Persons, \*Child Health, \*Delivery Systems, Educational Change, \*Educational Policy, Educational Practices, Elementary School Students, Elementary Secondary Education, Family Programs, Health Promotion, \*Partnerships in Education, \*Public Policy, Secondary School Students, Social Change

Identifiers—\*Integrated Services

This document reports on a symposium that was held to begin to shape a national policy on delivery of services to children at risk and their families, and to develop guidelines for future collaborative efforts between representatives from the health and education professional communities. The symposium explored innovative ways to integrate and enhance the delivery of services. The symposium was opened with a keynote address by former U.S. Surgeon General, Dr. C. Everett Koop, which charged that existing service delivery systems do not function in ways that cherish and provide for children and their families. Symposium participants cited social changes impacting on service providers, such as the rise of poverty, homelessness, teenage parents, and substance abuse. Efforts toward collaborative service delivery were viewed as resulting in greater cooperation but falling short of creating the attitudi-

nal and systemic changes necessary. Issues in service provision include determining which children and families should be the focus of future efforts, expanding and replicating successful integrated service delivery approaches, overcoming "turf" and attitudinal obstacles, and creating new professional training opportunities. Symposium participants proposed strategies such as coalition building, calling for a congressional hearing, identifying and promoting collaborative models that work, and articulating guidelines for collaborative professional practice. A list of conference participants, with addresses, is included. (JDD)

ED 360 274 SP 034 595

Thompson, Debra S.

**Getting Hired: Strategies for Job Searching That Work! A Resource Guide for Early Childhood and Elementary Education Majors.**

Pub Date—93

Note—42p.

Pub Type—Guides - General (050)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Beginning Teachers, College Graduates, Early Childhood Education, Education Majors, Elementary Education, Elementary School Teachers, \*Employment Interviews, Employment Opportunities, Higher Education, Job Applicants, \*Job Search Methods, Portfolios (Background Materials), Preschool Teachers, \*Resource Materials, \*Resumes (Personal), Teacher Placement, \*Teaching (Occupation)

This resource guide, prepared for graduates of early childhood and elementary education teacher education programs, contains practical information on various job search strategies, job application procedures, and job interview techniques, and an extensive list of job resources. The document is divided into 5 sections as follows: (1) provides introductory material including a job search strategy, job search resources, and 10 job hunting errors; (2) outlines details related to resume writing, provides samples of resumes, and gives a preferable method for writing reference lists; (3) presents job application materials, including samples of cover letters, and discusses the intricacies of applying for jobs out of state; (4) highlights main points of the education job interview, furnishes an interview preparation form and checklist, and discusses interview portfolios, interview dress, common teacher interview questions, interview topics, negative factors observed during job interviews, illegal pre-employment inquiries, and a sample interview evaluation sheet; and (5) contains resources for educators' job searches and career exploration. (LL)

ED 360 275 SP 034 602

Widern, Marvin F. And Others

**The Research on Learning To Teach: Prospects and Problems.**

Pub Date—Apr 93

Note—37p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Beginning Teachers, \*Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, \*Instruction, \*Preservice Teacher Education, Research Methodology, \*Research Problems, Student Teachers, \*Student Teaching

As part of a larger research program on learning to teach, this paper reviews 15 empirical studies that followed students through one or more components of their student teaching program. The review focused on teacher development, constructivism (which ascertains how initial experiences in teacher education interact with the preconceptions held by prospective teachers), and knowledge utilization. The review found much variation in the usefulness of the research in informing the practices of researchers and of teacher educators. No consistent message was found with regard to the effects of different facets of programs on the work of beginning teachers. Where constructivist teacher education programs were the subject of study, generally positive claims were made about results, but in other cases, student teaching experiences were so devastating that little learning seemed to take place. A positive feature of the research studies was the fact that the research was being conducted by individuals working in programs of teacher education rather than by researchers twice removed from study subjects. (Contains 34 references.) (JDD)

ED 360 276

SP 034 627

Lerner, Marlene R.

**The Preservice Teacher Education Program as Described in Journals.**

Pub Date—Mar 93

Note—21p.; Paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 25-27, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cooperating Teachers, \*Dialog Journals, Higher Education, Journal Writing, \*Preservice Teacher Education, Secondary Education, Self Evaluation (Individuals), \*Student Journals, \*Student Teachers, \*Student Teaching, Teacher Attitudes, Teaching (Occupation), \*Teaching Experience

Identifiers—Reflective Teaching

This paper examines secondary preservice student teachers' conceptions of teaching and reflections upon teaching experiences, as expressed in journals written by the student teachers. The paper presents excerpts from the journals of several student teachers. A study is then reported of a student teacher in social studies and his cooperating teacher, who each kept dialectical journals on the student teacher's actions and perceived experiences. The journal information was categorized into four domains: ability of self, classroom skills, subject content, and concern for students. A survey of student teachers and cooperating teachers was also conducted, with the result that cooperating teachers scored student teachers higher in teaching ability than did the student teachers themselves. The paper concludes that training in teacher education preparation programs can be demonstrated and better understood through the use of journals. Copies of survey forms are appended. (JDD)

ED 360 277

SP 034 629

Jensen, Rita A. Templeton, Rosalyn Anstine

**Factors Which Effective Teachers Identify as Contributing to Their Success.**

Pub Date—Apr 93

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Awards, Elementary School Teachers, Elementary Secondary Education, Family Environment, Individual Development, \*Performance Factors, Secondary School Teachers, Self Evaluation (Individuals), \*Success, Surveys, \*Teacher Attitudes, Teacher Background, \*Teacher Characteristics, \*Teacher Effectiveness, Teaching Experience

Identifiers—New York. \*Teacher of the Year

This study examined the characteristics and developmental patterns of National/State Teacher of the Year (NSTOY) honorees, through analysis of 196 honorees' responses on "The Great American Success Quotient Test." Results are analyzed in terms of personal characteristics or traits, experiences in chosen field, academic experience, interests outside of school, and family environment and influence. Results suggest that subjects tended to attribute their success to caring about others, hard work, organizational ability, and their ability to get things done. Other factors which respondents identified as highly significant in contributing to their success included risk taking and common sense. Respondents rated their ability to make money the lowest of the 20 areas on the questionnaire. Results are compared with results of a 1988 study by R. A. Jensen titled "Iowa's Young Leaders: Characteristics, Organizational Environments, and Career Orientations." The paper concludes that there are far more commonalities than differences between the responses of NSTOY designees and the responses of participants in the 1988 study, very few of whom were teachers. (JDD)

ED 360 278

SP 034 630

Ross, E. Wayne Jenne, Joel

**Effects of Institutional Forces on Novice Social Studies Teachers' Curricular Decision-Making.**

Pub Date—16 Apr 93

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Re-

ports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Freedom, Action Research, Case Studies, \*Curriculum Development, \*Decision Making, Educational Environment, Higher Education, High Schools, Influences, \*Institutional Environment, Organizational Climate, Preservice Teacher Education, Socialization, Social Studies, \*Student Teachers, \*Student Teaching, Teacher Attitudes

This study, which examined the curricular decision making of student teachers, links research on the socialization of preservice teacher education with work focusing on socialization in the workplace. Interviews were conducted with four student teachers during their student teaching experience and 1 year after it. Curriculum materials used by the participants were examined, and some participants were observed teaching. The study found that: (1) the influence of particular institutional forces upon student teacher decision making is filtered through the cooperating teachers; (2) opportunities for significant student teacher curriculum decision making are severely limited; and (3) the school context discourages reflective approaches to teaching and incorporation of action research techniques. The study concludes that conception and execution of curriculum decisions are separated in practice for many student teachers. Therefore, student teachers do not experience important opportunities nor institutional pressures for personal decision making in the classroom. (Contains 22 references.) (JDD)

ED 360 279

SP 034 631

Rothenberg, Julia And Others

**Pedagogical Field Experience or None: A Comparison Study Report.**

Pub Date—Apr 93

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Outcomes Assessment, Cooperating Teachers, Elementary Education, \*Graduate Study, Higher Education, Practicums, \*Preservice Teacher Education, Questionnaires, Self Concept, Self Esteem, Self Evaluation (Individuals), Student Attitudes, Student Teacher Supervisors, \*Student Teaching, Teacher Attitudes, Teacher Evaluation, \*Teacher Qualifications, \*Undergraduate Study

Identifiers—\*Preservice Teachers

Prospective teachers and their supervisors completed a pre- and post-student teaching questionnaire concerning the perceived impact of education and training on their capabilities to teach. Forty-one undergraduate and 18 graduate student teachers participated, along with 66 supervisory teachers. Extensive practice, consisting of over 400 hours in elementary school classrooms, had been introduced to the undergraduate teacher education program but not to the graduate school program. Results indicated that student teachers began student teaching quite confident in their beliefs about their education, training, and ability to teach. After they completed two student teaching placements of 7 weeks each, they felt even more positive about their ability to teach elementary subjects, to use specific teaching methods and strategies, and to manage a classroom in general. Undergraduate students were more confident than graduates at the post-questionnaire point. Following the student teaching experience, supervisors conveyed a positive belief about undergraduate student teachers' general preparation to teach, with 76 percent of the supervisory teachers of undergraduates ranking their students at the 2 highest levels, while only 40 percent of the supervisory teachers of graduate students did so. Factors explaining these intergroup differences are considered. (JDD)

ED 360 280

SP 034 632

Karge, Belinda Dunnick And Others

**Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education.**

Pub Date—Apr 93

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teacher Induction, \*Beginning Teachers, Developmental Stages, Ele-

mentary Education, Elementary School Teachers, Higher Education, \*Preservice Teacher Education, \*Professional Development, \*Psychological Patterns, \*Teacher Attitudes, Teacher Characteristics, Teacher Improvement, Teacher Response

Beginning elementary teachers (n=124) randomly selected from a pool of recent graduates and interns at a California State University campus completed the Teacher Concern Survey at the beginning and the end of their first year of teaching. The Teacher Concern Survey identifies three stages of concerns: (1) self-themselves and their own survival; (2) task-actual teaching duties; and (3) impact-related to the individual's abilities to be successful with students and the teaching-learning process. At the beginning of the year, teachers were most interested in self concerns. At the end of the year, the focus had changed to task concerns. Implications of these findings for restructuring teacher preparation and induction programs are outlined. For example, it is recommended that preservice teachers be instructed on procedural policies, recordkeeping, and classroom management at the beginning of their student teaching programs, and that they be expected to apply more complex teaching strategies later as they become more focused and concerned about content. (Contains 16 references.) (JDD)

ED 360 281

SP 034 633

Karge, Belinda Dunnick

**Beginning Teachers: In Danger of Attrition.**

Pub Date—Apr 93

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age Differences, \*Beginning Teachers, Demography, Educational Environment, Elementary Secondary Education, \*Environmental Influences, \*Faculty Mobility, National Surveys, Organizational Climate, Public Schools, Sex Differences, \*Teacher Attitudes, Teacher Characteristics, \*Teacher Persistence, Teacher Response, Teaching Experience

Identifiers—Schools and Staffing Survey (NCES)

This study examined the relationship between environmental factors of teaching climate for beginning teachers and the desire to remain in teaching. Data from 23,088 Public School Teacher Questionnaires from the Schools and Staffing Survey longitudinal database were analyzed to determine the effect of environmental demographic factors (administrative support, enforcement of rules, staff cooperation, adequacy of resources, student achievement level, after-school work load, gender, age, marital status, and second thoughts about career choice) on the intention to stay in teaching for 3,000 beginning elementary public school teachers. All variables listed except staff cooperation were related to beginning teachers' decisions to remain in teaching. Beginning teachers who were single, female, and older than the norm were especially susceptible to the stresses and isolation of elementary school teaching. The presence of administrative support and the adequacy of resources to do one's job far outweighed the negative influence of discipline problems and unending paperwork. The study confirmed that it is crucial for beginning teachers to have a support system to enhance their teaching experience. (Contains 27 references.) (JDD)

ED 360 282

SP 034 634

Guskey, Thomas R.

**Preservice and Inservice Professional Development Efforts Regarding Bloom's Learning for Mastery.**

Pub Date—Apr 93

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Content Analysis, \*Educational Psychology, Elementary Secondary Education, Faculty Development, Higher Education, \*Inservice Teacher Education, \*Mastery Learning, Preservice Teacher Education, \*Teacher Education Curriculum, \*Textbook Content, Textbook Research, Textbooks

This study investigated the effect of the development of mastery learning on the curriculum of preservice teacher education programs and the content

of inservice professional development programs. Nine educational psychology textbooks, published since 1990, and three other texts used as supplementary textbooks were analyzed. The study found that 10 of the 12 textbooks included descriptions of mastery learning, with the median number of pages allocated to the subject being 2.5 in textbooks that averaged between 600 and 700 pages in length. Benjamin S. Bloom's 1968 "Learning for Mastery" article, in which the basis of mastery learning was set forth, was cited in only 5 of the 12 texts. The texts' references to research reviews, books, and individual studies are analyzed. The study concludes that most of the textbooks' descriptions were limited and imprecise, with many being conspicuously inaccurate. As a result of the cursory treatment of mastery learning in most preservice education programs, implementation efforts have depended primarily on inservice professional development activities. Mastery learning is generally well received by inservice education participants because it helps them improve their results with students by making more effective use of skills they already have, rather than drastically altering what they are doing. (Contains 85 references.) (JDD)

**ED 360 283** SP 034 636

*Renwick, Margery*  
**Innovation in Teacher Education.**  
New Zealand Council for Educational Research,  
Wellington.  
Report No.—ISBN-0-908916-15-5  
Pub Date—93  
Note—63p.

Available from—New Zealand Council for Educational Research Distribution Services, P.O. Box 3237, Wellington, New Zealand.

Pub Type—Reports—Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Contracts, Delivery Systems, \*Educational Change, \*Educational Innovation, Elementary Education, Foreign Countries, Higher Education, \*Preservice Teacher Education, Quality Control, \*Schools of Education, Student Experience, Student Teaching, Teacher Education Programs

Identifiers—\*New Zealand

This report examines the ways in which New Zealand's six colleges and schools of education have reacted to new responsibilities and challenges in producing better teachers and adapting to changed governmental requirements. It is based on interviews conducted with senior staff at the six institutions which are the main providers of teacher education in New Zealand. The report indicates that all the colleges are committed to degree programs as the norm for educating elementary teachers. All the colleges are acquiring contracts, primarily with the Ministry of Education, to develop curricula and implement teacher professional development programs. The colleges are investigating and piloting more flexible ways of delivering courses of preservice teacher education, including shortened courses and off-campus courses. Colleges are also recognizing the value of other types of educational experiences of students entering preservice teacher education programs. Colleges are using many approaches to improve the quality of practice teaching experiences. The colleges' increased autonomy is encouraging them, and a more competitive environment is forcing them, to pursue quality assurance goals more vigorously. (Contains 22 references.) (JDD)

**ED 360 284** SP 034 637

*Citrus County Professional Orientation Program, 1992-93.*

Citrus County Board of Public Instruction, Inverness, Fla.

Pub Date—25 Jun 92

Note—46p.

Pub Type—Reports—Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Beginning Teacher Induction, Competency Based Teacher Education, Elementary Secondary Education, \*Faculty Development, \*Inservice Teacher Education, Program Implementation, \*State Standards, Teacher Improvement

Identifiers—\*Citrus County School District FL

The Citrus County (Florida) Professional Orientation Program is designed to increase student learning by providing a set of supervised support services for teachers in the first year(s) of teaching that will assist them in their continuing professional development. The program provides for the devel-

opment, demonstration, and documentation of teaching competence based on a system which provides technical and psychological support to teachers seeking Florida certification. Two program options exist: a 90-day program and a 196-day program. The 196-day program is required for teachers with a Bachelors degree but without a regular certificate and having less than 1 full school year or the equivalent of successful teaching experience or who have failed to demonstrate desired performance criteria. The 90-day program is designed for those teachers who have documented at least 1 full year of successful teaching experience. This report discusses: responsibilities of the members of the support team assigned to each teacher in the 196-day program, support team training, data collection instruments used, production of the Professional Development Plan, and development of a portfolio. Sample copies of checklists and recommendation forms are included. Appendixes define relevant terms and list recommended support services and training activities. (JDD)

**ED 360 285** SP 034 645

*Vare, Jonatha W.*

**Co-Constructing the Zone: A Neo-Vygotskian**

**View of Microteaching.**

Pub Date—Apr 93

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Behavioral Science Research, Case Studies, Constructivism (Learning), Cultural Influences, Elementary Secondary Education, Higher Education, \*Microteaching, Personal Autonomy, \*Social Influences, Student Teachers, Teacher Education, \*Teacher Student Relationship, \*Teaching Methods

Identifiers—\*Neo-Vygotskian Theory, Vygotsky (Lev S), Zone of Proximal Development

This paper looks at the behaviorist phenomenon of microteaching through a neo-Vygotskian theoretical lens, employing a case study of two groups of prospective teachers being coached by a professor or clinical instructor. The paper attempts to broaden Vygotsky's notion of the zone of proximal development (ZPD) by conceptualizing the ZPD as a special kind of strategic relationship. This view of microteaching examines how social, cultural, and historical conditions constitute the processes by which prospective teachers learn to teach. It examines how the concept of the ZPD has been portrayed as a "construction zone," a created, shared space in which meaning is constructed. The paper attempts to show how the ZPD is co-constructed by the persons who form the teaching-learning relationship and how the "construction zone" continually comes into being as meanings and tasks are negotiated and renegotiated within the historical context of a strategic relationship. It analyzes manifestations of power and knowledge, and places power/knowledge connections within the broader historical context of the teacher preparation program. The paper then analyzes microteaching as autonomous school learning and as connected labor. (Contains 29 references.) (JDD)

**ED 360 286** SP 034 646

*Dungan, Sherry*

**Control Strategies in Conferencing: A Sociolinguistic Analysis of Micropolitical Strategies in Supervision.**

Pub Date—Apr 93

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports—Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Discourse Analysis, Elementary Secondary Education, \*Interaction Process Analysis, Lesson Observation Criteria, Observation, Personal Autonomy, Success, \*Supervisory Methods, Teacher Administrator Relationship, \*Teacher Effectiveness, Teacher Evaluation, \*Teacher Supervision

The study reported here analyzed the interaction performance of instructional supervisors as they conducted postobservation conferences with teachers. Seven supervisor-teacher pairs consisting of varying combinations of experienced, beginning, and novice teachers and supervisors were examined, to determine status indicators such as jargon use,

verbal complexity, and using the other person's name; informing versus controlling the interaction; dominance strategies such as total words, message unit turns, intended interruptions, and minimal responses; and the success level of the conference. Findings suggest that conference success is greatly influenced by strategy patterns, as the match between the strategy use of the supervisor and the teacher is more important than the experience levels of either participant. The most successful conferences were characterized by teacher-controlled dominance strategies, close matching of status indicators, and supervisory reliance on suggestions rather than direction, except in the case of a beginning teacher coupled with an experienced supervisor. Implications for supervisory practice, philosophy, and preparation are discussed. (Contains 62 references.) (JDD)

**ED 360 287** SP 034 647

*Kourilsky, Marilyn*

**An Integrated Teacher Education Model for Enhanced Economic Literacy of Primary Teachers.**

Pub Date—Apr 93

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) — Reports—Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Concept Teaching, \*Confidence Testing, \*Economics Education, Elementary School Teachers, Experiential Learning, \*Inservice Teacher Education, Knowledge Level, Models, Pretests Posttests, Primary Education, \*Teaching Methods

Identifiers—\*Generative Processes

It is believed that if primary grade children are exposed to the fundamentals of economics, they will be better able to comprehend and apply the principles in later years. This paper describes an inservice economics education training institute for elementary school teachers that integrates the following strategies: (1) an experienced-based curriculum; (2) the Generative Model of Teaching (instructional strategies which empower the learner) and the Generative Model of Mislearning and Recovery (preconceptions that are actually misconceptions); and (3) Information Referenced Testing (IRT) (a scoring system which increases the learner's confidence level). The curriculum consists of nine sequential units, each of which follows a 3-step process: experiences, debriefing, and reinforcement. Teachers learned by experiencing a modified adult application of the program. Pre- and posttesting item analysis suggest that teachers exposed to the model increased their confidence levels in economics information from 54 percent to 89 percent. Appendixes provide learner objectives for an integrated teacher education model, IRT responses, total item analysis, item-by-item analysis, and an examinee's individual education plan. (Contains 20 references.) (Author/LL)

**ED 360 288** SP 034 648

*Kourilsky, Marilyn And Others*

**Generative Teaching and Personality Characteristics of Student Teachers.**

Pub Date—Mar 93

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports—Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Communication, Elementary Education, Elementary School Teachers, Feedback, Higher Education, Instructional Design, Maturity (Individuals), \*Personality Traits, \*Student Teachers, \*Teacher Characteristics, Teacher Education, \*Teacher Effectiveness, Teacher Response, Teacher Student Relationship, \*Teaching Methods

Identifiers—\*Generative Processes

This study sought to determine the relations between generative teaching and student teachers' social maturity, receptivity to criticism, and ability to incorporate suggestions about their performance into their teaching. Profiles of "more effective" and "less effective" student teachers were compared with respect to generative teaching and personality characteristics. Participants were 97 elementary student teachers. The Generative Teaching Scale was developed, containing 21 items that measure preactive generative teaching behavior (instructional planning) and interactive generative teaching



practices designed to promote students' generation of meaning from instruction. Results indicated that: (1) effective teaching strongly and positively related to ability to use generative teaching principles; and (2) effective generative teaching strongly and positively related to student teachers' social maturity, receptivity to criticism, and ability to incorporate suggestions from critiques into their teaching. Recommendations for teacher preparation and teacher selection are offered. (Contains 22 references.) (JDD)

**ED 360 289** SP 034 649  
Pelletier, Carol Marra  
Professional Development through a Teacher Book Club.

Pub Date—Apr 93  
Note—22p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Clubs, \*Discussion Groups, Elementary Secondary Education, \*Group Discussion, \*Inservice Teacher Education, \*Professional Development, \*Program Effectiveness, Success, \*Teacher Attitudes, Theory Practice Relationship Identifiers—Book Clubs

This paper describes the development of a teachers' book club as a form of professional development, based on the premise that teachers are leaders and can be responsible for their own professional development, if given a framework and opportunity to do so. Data sources included a survey and interviews with club members. Analysis of the success of the book club revealed four major contributing factors: (1) leadership style; (2) the environment in which the group held their discussions, including its physical space and the group climate; (3) the group members themselves, who included teachers of all grade levels and disciplines; and (4) integration of the book club into the teachers' daily routine. It was also felt that the club's success was due to the fact that teachers themselves selected the club as a professional development activity and made the commitment to it. The paper concludes that teacher conversations about teaching and learning should be promoted and links from theory to practice should be created. The reading list for the book club is appended, as well as a form for evaluating professional development activities. (JDD)

**ED 360 290** SP 034 650  
Kuznow, Maris H.  
Waiting for Thursday: New Teachers Discover Teaching.

Pub Date—Apr 93  
Note—44p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—Beginning Teacher Induction, \*Beginning Teachers, Case Studies, Discovery Learning, Elementary Secondary Education, \*Faculty Development, Higher Education, Inservice Teacher Education, Mentors, \*Self Concept, \*Teacher Attitudes, Teacher Education, Teacher Role

This paper focuses on the experiences of two cohorts of teachers who participated in a series of inservice workshops designed to provide instruction and support for novice teachers. A case study approach is used to describe their changed perceptions and beliefs about teachers, teaching, and students during the first year of teaching. The teachers' views were examined in December of their first year and again in the following May. Their views are analyzed in terms of the roles of the teacher as carer for and nurturer of children, manager and controller, collaborator and learner, and in terms of the time-consuming nature of teaching and the teachers' sense of self. Data reveal that first-year teachers were imbued with feelings of self-doubt, insecurity, and aloneness. The most important factor that contributed to their growth as teachers was their development of a strong sense of self. The paper concludes that novice teachers' focus on sense of self is a necessary part of learning to become a teacher, and their sense of self and their sense of their students evolved simultaneously. Implications for mentorship programs and teacher education programs are discussed. (Contains 37 references.)

(JDD)

**ED 360 291** SP 034 651  
Williams, Susan E.  
Effect of Teacher Involvement in Implementation of an Innovation.

Pub Date—14 Apr 93  
Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Calculators, \*Curriculum Development, Educational Innovation, Junior High Schools, \*Mathematics Curriculum, Middle Schools, Secondary School Mathematics, Secondary School Teachers, \*Teacher Attitudes, \*Teacher Participation

This study investigated the effect of teacher involvement in the development of calculator mathematics curriculum on the implementation of calculators in the classroom. Forty-five middle school mathematics teachers served as subjects. Findings revealed that teachers involved in curriculum development were observed significantly more often than those not involved in curriculum development to explain the relationship between calculator and paper-and-pencil algorithm, stress the use of the calculator as a "time-saver," stress use of the calculator as a problem-solving tool, and initiate use of calculators in the classroom. Neither teacher attitude nor teacher involvement affected the overall quantity of student calculator use. In classrooms of teachers who were involved in curriculum development, students were observed more often than students in classes of other teachers to use calculators for exploration and induction activities, solving routine word problems, and self-checking and verifying answers. Findings indicate that classroom calculator implementation differences are not primarily the result of teacher attitude toward calculators. (Contains 17 references.) (JDD)

**ED 360 292** SP 034 652  
Keltchermans, Geert Vandenbergh, Roland  
A Teacher Is a Teacher Is a Teacher Is a...: Teachers' Professional Development from a Biographical Perspective.

Pub Date—Apr 93  
Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—Biographies, \*Career Development, Elementary Education, Foreign Countries, Motivation, \*Professional Development, \*Self Concept, Self Evaluation (Individuals), Teacher Attitudes, Teacher Role, \*Teaching Experience Identifiers—Belgium

The main aim of this project was to understand teachers' professional development by reconstructing their career experiences. The study examined the ways in which 10 experienced primary school teachers from 4 different Flemish schools experienced their careers, focusing on the personal perception and the subjective meaning of these experiences. Data were analyzed in two steps: (1) vertical analysis, which imposed a fixed structure to each teacher's data concerning formal career, professional biography, professional self, and subjective educational theory; and (2) horizontal analysis, which identified commonalities, differences, and patterns among the data from all respondents. The analysis examined teachers' self-image, self-esteem, job motivation, task perception, and future perspective. Recurring themes included teachers' perceived vulnerability and their need to cope with the limitations of their impact on pupils' results. The paper concludes that the study showed the usefulness of the biographical perspective for a better understanding of why teachers act the way they do. However, teachers' stimulated reflection on their career and personal development did not automatically change or improve their teaching practice. (Contains 51 references.) (JDD)

**ED 360 293** SP 034 654  
Model Biorbome Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311.  
Wisconsin State Dept. of Public Instruction, Madison.  
Pub Date—Mar 93

Note—69p.

Available from—Bureau for Pupil Services, Wisconsin Department of Public Instruction, 125 S. Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Communicable Diseases, Elementary Secondary Education, Government Employees, Hazardous Materials, Health Promotion, Immunization Programs, Medical Services, \*Occupational Safety and Health, Program Implementation, Public Schools, Safety Equipment, \*School Districts, \*State Legislation, \*State Programs, \*State Standards, Wastes

Identifiers—\*Blood Disorders, Hepatitis, Wisconsin

This document is intended to assist local school districts in complying with the Wisconsin Department of Industry, Labor and Human Relations (DILHR) Health and Safety Standard. Following an overview of the plan, the guide is organized into six chapters: (1) "Exposure Determination" discusses job classifications, tasks, and procedures; (2) "Methods of Compliance" concentrates on universal precautions, engineering and work practice controls, and personal protective equipment; (3) "Hepatitis B Vaccination" addresses employees who are or are not first aid providers; (4) "Post-Exposure Evaluation and Follow-up" covers exposure incident and medical follow-up, information for health care professionals, and follow-up information for employees; (5) "Communication of Hazards to Employees" highlights labeling, color-coding, and information and training; and (6) "Recordkeeping" describes medical records, training records, and availability of records. Appendixes provide the following information: DILHR and OSHA Health and Safety Standards; definitions for purposes of exposure control plan; exposure determination; tasks, procedures, and school exposure incident investigation forms; example schedule for cleaning and decontamination; Hepatitis B vaccination record and declination form; medical management of individuals exposed; employee medical record checklist form; training record form; and a list of resources. (LL)

**ED 360 294** SP 034 656  
Colorado Adolescents in Out-of-Home Placement: Health Education Survey, 1992. Report.  
Utah Univ., Salt Lake City. Health Education Dept. Spons Agency—Colorado State Dept. of Education, Denver.

Pub Date—21 Oct 92  
Note—11p.  
Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Adolescents, \*Course Content, Curriculum, Educational Objectives, \*Health Education, Incidence, Prevention, Program Effectiveness, \*Residential Institutions, Secondary Education, State Surveys

Identifiers—\*Colorado

This report summarizes information about the nature and extent of HIV (Human Immunodeficiency Virus) prevention and health education being implemented in Colorado's youth-serving facilities, based on a mail survey of facilities serving youth in out-of-home placement. Forty-three of 78 facilities identified as serving youth age 12 and above responded to the survey. Of the 43 facilities, 40 reported providing some type of HIV education to a portion of youth during their stay in the facility. The percentage of youth receiving HIV education ranged from 20 percent to 100 percent, with a weighted average among facilities of 56.3 percent. A table shows the percentage of facilities addressing specific health education topics, using specialized curricula, and providing skills-building practice in such areas as alcohol and other drug use, sexual behaviors, and emotional and mental health. A second table lists barriers that educators identified in providing health education, such as lack of adequate textbooks, lack of money, lack of audiovisual resources, and lack of staff training opportunities. Survey results suggest progress toward program objectives, but do not ensure that Colorado youth in out-of-home placement are participating in instruction that is effective in assisting them to adopt healthy behaviors and avoid preventable health and social problems. (JDD)

**ED 360 295** SP 034 657

### Colorado School Health Education Survey 1992. Report.

Utah Univ., Salt Lake City. Health Education Dept. Spans Agency—Colorado State Dept. of Education, Denver.

Pub Date—21 Oct 92

Note—12p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, Course Content, Curriculum, Educational Objectives, \*Health Education, Incidence, Integrated Curriculum, Prevention, Program Effectiveness, Research Needs, School Surveys, Secondary Education, State Surveys

Identifiers—\*Colorado

This report summarizes and interprets the results of the 1992 Colorado School Health Education Survey, which targets public secondary schools with grades 7 through 12. Results provide a basic sketch of the extent of HIV (Human Immunodeficiency Virus) prevention and health education being implemented in Colorado's secondary schools. The survey, mailed to a random sample of 288 of Colorado's secondary schools, resulted in 246 respondents. Figures display the numbers and percentages of schools providing HIV education, the numbers and percentages of students receiving HIV education, and the numbers and percentages of schools integrating HIV education into comprehensive health education. Results indicate that many of Colorado's secondary schools provide some kind of HIV prevention education in at least one grade. Between one-half and two-thirds of schools provide some kind of comprehensive health education and HIV prevention education for students in at least one of the grades 7 through 10. Evidence of progress toward program objectives is presented, and suggestions for future school health education surveys are discussed. (JDD)

ED 360 296 SP 034 660

Gunstone, Richard F. Northfield, Jeff R.

### Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course.

Pub Date—Apr 93

Note—9p.; Paper presented at the Conference of the National Association for Research on Science Teaching (Atlanta, GA, April 1993).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, \*Educational Principles, Educational Research, Foreign Countries, Higher Education, High Schools, \*Preservice Teacher Education, Professional Development, \*Program Implementation, \*Science Instruction, Science Teachers, Teacher Education Programs, \*Theory Practice Relationship

Identifiers—Monash University (Australia)

This case study describes a preservice program for prospective high school science teachers at Monash University in Victoria, Australia. The program views student teaching as only the first stage of career-long professional development, promotes the notion of the reflective practitioner, maximizes student teachers' contacts with school pupils and teachers, and defines pedagogy with a focus on constructivist research. The preservice program has evolved in response to research and continues to evolve; a considerable proportion of the research had been conducted as part of this program. The research-derived principles underlying the preservice program are considered. Salient issues in the research-practice interplay are discussed, including the requirements of professional registration to teach in Victoria, the problem of some faculty members wanting to abandon preservice teacher education, low academic status of preservice teacher education, and isolation of preservice from ongoing professional development. (JDD)

ED 360 297 SP 034 661

Smith, Louis M.

### Living Lives, Studying Lives, Writing Lives: An Educational Potpourri or Pot au Feu?

Pub Date—24 Apr 93

Note—33p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Autobiographies, Biographies, Doc-

toral Programs, Higher Education, \*Personal Narratives, Postdoctoral Education, \*Qualitative Research, Teacher Education, \*Teaching (Occupation), Teaching Experience

Identifiers—Washington University MO

This autobiographical paper describes the teaching of an adjunct faculty member at Washington University in Saint Louis, Missouri, and the doctoral and postdoctoral students he taught. The paper discusses the author's study of the area of biography and autobiography; the use of ethnography, history, and biography in qualitative research; the "legitimation process" of qualitative research; students' dissertation projects; and the author's writing projects such as "Nora Barlow and the Darwin Legacy" and an essay on the biographical method for the "Handbook of Qualitative Research." The paper proposes that: (1) intense personal educational experiences lead to deeply held educational beliefs that may be strong enough to influence, if not control, educational practices, which has major implications for teacher education at all levels; (2) lives have interwoven strands that continue over long periods of time, and these strands can be broken into meaningful units such as episodes and projects, by individuals themselves or by outside researchers; (3) educational inquiry, including ethnography and action research, should occur in college and university classes; and (4) settings in which researchers live and work are important, as group norms are sometimes elevated to the status of "natural laws." (Contains approximately 50 references.) (JDD)

ED 360 298 SP 034 662

Copeland, Willis D.

### Video Cases and the Thinking of Preservice Teachers.

Pub Date—Apr 93

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, \*Cognitive Processes, \*Cognitive Structures, Constructivism (Learning), \*Educational Research, Elementary Secondary Education, Higher Education, Preservice Teacher Education, \*Research Methodology, \*Student Teachers, Videodisks

This conference paper describes methodological tools being used to examine teachers' cognitive lives and to describe the meaning that teachers make of teaching, learning, and students in classrooms. Methodological difficulties with the "subsequent recall" approach and the "stimulation of current thought" approach are discussed. A set of techniques is then described that addresses the problems of comparability, internal validity, fidelity, and verisimilitude. The method involves making video recordings of cases that depict teachers and students involved in activities typically found in classrooms, recorded without unusual coaching or preparation in live classrooms. To assess the process of meaning-making in teachers, all respondents then view the same case; videodisks are used to allow for easy retrieval of any section of the case; the time between the respondents' initial meaning making as they examine the case and the time in which they describe their meaning is minimal; open-ended questions are used to reduce interviewers' influence on interview content; and key phrases elicited from the respondent during the interview are listed by the researcher on cards and then sorted into groups and labeled by the respondent, to develop an additional benchmark by which researchers can attempt to understand the respondents' meaning making. (Contains 14 references.) (JDD)

ED 360 299 SP 034 663

Smith, William E.

### Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study.

Pub Date—Apr 93

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Problems, Elementary School Teachers, Elementary Secondary Education, Interaction, Interviews, \*Participative Decision Making, Role Perception, \*School Restructuring, Secondary School Teachers,

\*Teacher Attitudes, \*Teacher Participation, Teacher Responsibility, \*Teacher Role

This study examines the perceptions of teachers in one school as they implemented shared decision making (SDM) over a period of over 2 years. Data from 100 interviews with 54 respondents including teachers, administrators, and other staff are analyzed. The changes the teachers experienced are examined at varying levels of SDM involvement from a symbolic interactionist perspective. Data indicated that teachers assumed new responsibilities through SDM. All teachers participated in the curriculum revision process, and many took part in faculty hiring. Faculty members elected to the SDM Council assumed a number of responsibilities associated with their roles as SDM representatives, but only a few Council members took responsibility for communicating effectively with grade-level colleagues. The breakdown in communication between the Council and the rest of the faculty and staff meant that almost all SDM responsibilities fell to Council members only. Some teachers did not perceive that they had the right to express their views and concerns. A number of participants felt that they had gained confidence from their involvement in SDM. Teachers' relationships with administrators changed only when administrators communicated clearly that SDM altered traditional governance. (Contains 26 references.) (JDD)

ED 360 300 SP 034 664

Clarke, Rodney H.

### Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice.

Pub Date—Apr 93

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classification, Clinical Experience, \*Curriculum Development, Definitions, Elementary Secondary Education, Experiential Learning, \*Field Experience Programs, Higher Education, \*Holistic Approach, \*Prerequisites, Preservice Teacher Education, Standards, \*Student Teaching, Teacher Education Programs, Teacher Role, Teaching Experience

Care must be taken to ensure that students in teacher preparation programs are prepared to benefit maximally from field experiences. A curriculum that provides prerequisite knowledge, contrived teaching experiences on campus, proper sequencing of experiences, and balance between formal instruction and field experience is needed. Clinical and field-based experiences in teacher education programs can play either an educative or miseducative role in preparing future teachers. Potential pitfalls in provision of valuable field experiences are noted. The effort to conceptualize clinical and field-based experiences can be guided by: (1) M. Scriven's list of the duties of a teacher; (2) the Interstate New Teacher Assessment and Support Consortium standards; (3) C. Smith and E. Sagan's taxonomy of field experiences; (4) the Category II criteria of the National Council for Accreditation of Teacher Education (NCATE); (5) NCATE's approved curriculum guidelines; and (6) established priorities for teacher education programs. These guides are foundational in developing a common definition of the duties, knowledge, dispositions, and skills needed for a wholistic view of teaching. A student teacher evaluation form is appended. (Contains 13 references.) (JDD)

ED 360 301 SP 034 668

Hallwile, Gail

### Dilemmas and Images: Knowing How to Gain Acceptance for Child-Responsive Practices.

Pub Date—Apr 93

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Speeches/Meeting Papers (150) - Information Analyses (070) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Adoption (Ideas), Change Agents, \*Change Strategies, Curriculum Development, \*Curriculum Enrichment, Decision Making, \*Educational Practices, Faculty Development, Foreign Countries, Interpersonal Relationship, Literature Reviews, Personal Narratives, Primary Education, \*Social Influences, Teacher Attitudes, Young Children

Identifiers—\*Acceptability Judgments, Australia, \*Child Responsiveness, Dilemma Discussion Approach

This paper reports on a study of the perceptions of 10 teachers as they sought to gain acceptance for curriculum practices considered to be child-responsive. The teachers worked with 5- and 6-year-old children in schools where some perceived their child-responsive practices as innovative, introducing practices which differed from those already institutionalized in the school. The transactional nature of the curriculum implementation process is illuminated through narrative accounts constructed with the teachers. Collaborative efforts were made to understand and explain the complexities of using ideals to inform practice within the everyday routines for living in the workplace. The inquiry resulted in narratives which focus on dilemmas commonly faced by the teachers and on personal images orientating action in situations where dilemmas arise. It is argued that the constructs of teacher dilemmas and teacher images provide useful foci for reflexively examining everyday experiences in deciding the curriculum. Through use of these constructs, teachers and student-teachers may achieve greater insight into the practical world of teachers' work, where images of self in social relationships enter into decisions made about how to act to gain acceptance for practices associated with educational ideals. (Contains approximately 45 references.) (Author/LL)

ED 360 302 SP 034 674

**School Health Primary Care Programs in Community and Migrant Health Centers and Health Care for the Homeless Projects. Directory.**

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Primary Health Care.

Pub Date—Mar 93

Note—154p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—At Risk Persons, \*Child Health, Elementary School Students, Elementary Secondary Education, Health Promotion, \*Primary Health Care, School Community Relationship, \*School Health Services, Secondary School Students

Identifiers—\*Comprehensive School Health Programs, \*Integrated Services

This directory identifies 254 Community and Migrant Health Centers (C/MHC) and Health Care for the Homeless (HCH) programs in 10 regions of the United States that, in response to local requests and with mostly local resources, developed either school-based or school-linked health programs. Each listing provides information under the following headings: address, contact, type of program, health care and other services provided, service providers, relation to Head Start, non 329/330/340 funding sources, problems encountered, program history, and plan for the next 2-5 years. Two appendices provide a list of persons on the Bureau of Primary Health Care workgroup on school health and an address list of Ready-To-Learn School Health Program Conference Speakers. (AMH)

ED 360 303 SP 034 692

**Healthy Schools. A Directory of Federal Programs and Activities Related to Health Promotion through the Schools.**

Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.

Pub Date—92

Note—297p.; Compiled by the Federal Interagency Ad Hoc Committee on Health Promotion through the Schools.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Elementary Secondary Education, \*Federal Programs, \*Health Promotion, Information Sources, \*School Health Services

Identifiers—\*Comprehensive School Health Programs, Healthy People 2000, \*Integrated Services

The information in this directory of federal programs and activities concerned with school health contains two main parts: "Programs and Activities" and "Clearinghouses and Information Centers." The activities described represent 112 federal programs and 35 federally supported clearinghouses, or information centers. Each listing in both parts provides the name of the federal sponsoring department, the program title, and information on areas of emphasis, target groups, the program profile, avail-

ability of program materials, and program contact. (AMH)

ED 360 304 SP 034 695

Kane, William M.

**Step by Step to Comprehensive School Health: The Program Planning Guide.**

ETR Associates, Santa Cruz, CA.

Pub Date—93

Note—146p.

Available from—ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 (\$24.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Guides, Community Role, Elementary Secondary Education, \*Health Education, Health Needs, \*Health Promotion, Nutrition Instruction, Parent Role, Physical Education, Program Development, \*Program Implementation, School Community Relationship, School Counseling, \*School Health Services, School Role

Identifiers—\*Comprehensive School Health Programs, \*Integrated Services

This guide provides school leaders with a framework and tools for developing and implementing a comprehensive school health program. Theoretical and scientific information relating to students' needs is outlined, and approaches that have proven successful in other schools are described. The book is divided into three parts: The first, "Why Comprehensive School Health?" examines the role of the school and the foundation of effective school health programs. The second part, "A Blueprint for School Health Programs" includes background information and hands-on assessment worksheets for each of 8 areas of a comprehensive school health program: (1) school health instruction; (2) healthy school environment; (3) school health services; (4) school-based physical education; (5) school nutrition and food services; (6) school-based counseling and personal support; (7) school site health promotion; and (8) school, family and community health promotion partnerships. The final part, "Developing a Comprehensive School Health Program," consists of 19 steps for making this goal a reality. Numerous tables, guidelines, figures, checklists, and worksheets for district level coordinators, state and county administrators, and other key decision makers are included. Appendices provide worksheets, a sample comprehensive health program self-assessment; a scope and sequence chart for a comprehensive health program, and resources for comprehensive health education. (Contains 20 references.) (LL)

ED 360 305 SP 034 708

Mills, Sheryl

**Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7.**

Regina Univ. (Saskatchewan). Faculty of Education.

Report No.—ISBN-0-7731-0230-2

Pub Date—92

Note—51p.; For other documents in this series, see SP 034 709-713.

Available from—Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada (\$10 Canadian plus \$2 Canadian mailing and handling; 7% tax on Canadian orders).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Practices, \*Educational Strategies, Elementary Secondary Education, \*Faculty Development, Foreign Countries, Individual Differences, \*Individualized Instruction, Individual Needs, \*Instructional Materials, \*Learning Activities, Program Development, Program Implementation, Student Characteristics, Teacher Attitudes, \*Teacher Student Relationship, Teaching Guides

Identifiers—Saskatchewan

The purpose of the documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This publication explores individualizing for students, emphasizing that what the classroom teacher does depends on his/her abilities and beliefs about education and learning, and on resources and students in the classroom. The guide acts as a starting

point for individualizing; it contains a collection of activities that have been tried, along with tips that have worked for other educators. The individualizing process is explored through the utilization of variety, choice, options, and self-directed learning. Each level or step is successively more student-directed and student-centered. Space is provided throughout the document for thoughts on how these ideas might be adjusted to best suit individual students. The document concludes with a list of 10 resources, each with a brief annotation. (LL)

ED 360 306 SP 034 709

Hambleton, Alice And Others

**Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8.**

Regina Univ. (Saskatchewan). Faculty of Education.

Report No.—ISBN-0-7731-0233-7

Pub Date—92

Note—42p.; For other documents in this series, see SP 034 708-713.

Available from—Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada (\$10 Canadian plus \$2 Canadian mailing and handling; 7% tax on Canadian orders).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cooperative Planning, \*Educational Practices, Elementary Secondary Education, \*Faculty Development, Foreign Countries, \*Learning Activities, Librarians, \*Program Implementation, \*Resource Materials, School Libraries, Skill Development, Teacher Role, Teaching Guides

Identifiers—\*Resource Based Learning, Saskatchewan

The purpose of these documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet focuses on resource-based learning, defined as a planned educational program that actively involves students in the effective use of a wide range of print, nonprint, and human resources. The publication is organized into 13 chapters as follows: (1) What is Research-Based Learning? (2) Resource-Based Learning: A Foundation for Educational Practice; (3) A Teacher Taxonomy of Resource-Based Education: Moving through Four Dimensions; (4) Using the Taxonomy; (5) Resource-Based Learning in Your School; (6) The Resource-Based Learning Classroom; (7) Resource-Based Learning in Action; (8) The Role of the Teacher-Librarian; (9) Creating Connections for Resource-Based Learning; (10) Skills Development; (11) Taking Another Step: A School-Based Continuum of Information-Processing Skills; (12) Evaluating Resource-Based Units; and (13) Resources. Appendices provide sample planning guides and a suggested list of information-processing skills. A pamphlet entitled "Teachers + Teacher-Librarians = Co-Designers on Instruction" is not included. (LL)

ED 360 307 SP 034 710

Kuzbik, John

**Can We Talk? Effective Lecturing in the Classroom: Instructional Strategies Series No. 9.**

Regina Univ. (Saskatchewan). Faculty of Education.

Report No.—ISBN-0-7731-0236-1

Pub Date—92

Note—52p.; For other documents in this series, see SP 034 708-713.

Available from—Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada (\$10 Canadian plus \$2 Canadian mailing and handling; 7% tax on Canadian orders).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Conventional Instruction, Educational Practices, Educational Strategies, Elementary Secondary Education, \*Faculty Development, Foreign Countries, \*Lecture Method, Lesson Plans, Mastery Learning, Student Participation, \*Teacher Effectiveness, Teaching Guides, \*Teaching Methods



Identifiers—\*Information Integration, \*Organizational Skills, Saskatchewan

The purpose of these documents is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. The topic of this booklet is effective lecturing, described as a blend of three types of lectures: interactive (engaging student thinking throughout the lesson); mastery (linking new knowledge to familiar concepts and ideas); and traditional (presenting information with minimal student activity). Each lecture type is investigated individually by analyzing three case studies. Appendices provide additional information organizers and a lesson planning guide. (LL)

ED 360 308 SP 034 711  
Duck, Gwen

**Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10.**

Regina Univ. (Saskatchewan). Faculty of Education.

Report No.—ISBN-0-7731-0237-X  
Pub Date—93

Note—37p.; For other documents in this series, see SP 034 708-713.

Available from—Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada (\$10 Canadian plus \$2 Canadian mailing and handling; 7% tax on Canadian orders).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Practices, Elementary Secondary Education, \*Faculty Development, Foreign Countries, \*Learning Strategies, \*Peer Relationship, \*Peer Teaching, Social Development, Student Participation, \*Student Role, Teaching Guides, \*Teaching Methods

Identifiers—\*Partners in Learning, Reflective Practice, Saskatchewan

The purpose of the documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet highlights peer practice, a strategy that allows students to become actively involved in the strengthening or broadening of their own learning by supporting the learning of peers. Students reflect upon previously taught material by helping peers to learn and, at the same time, develop and hone their social skills. Students work together as partners, one functioning as a "doer" and the other as a "helper". The doer performs a task or answers questions; the helper observes and provides feedback and helping information. The doer is the student and the helper takes on the role of teacher. Later, the partners reverse roles. This guide explores the peer partner method, and is organized into the following eight parts: (1) Background; (2) Peer Partner Learning Is; (3) Why Use Peer Partner Learning; (4) Prepare for Peer Partner Learning; (5) Developing Peer Partner Learning; (6) The Teacher's Role During Peer Partner Sessions; (7) Executive Summary; and (8) Resources. (LL)

ED 360 309 SP 034 712  
Ash, Tom

**Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11.**

Regina Univ. (Saskatchewan). Faculty of Education.

Report No.—ISBN-0-7731-0238-8  
Pub Date—93

Note—36p.; For other documents in this series, see SP 034 708-713.

Available from—Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada (\$10 Canadian plus \$2 Canadian mailing and handling; 7% tax on Canadian orders).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decision Making Skills, \*Educational Change, \*Educational Practices, Elementary Secondary Education, \*Faculty Development, Foreign Countries, \*Problem Solving, Questioning Techniques, Self Actualization, \*Self Evaluation

(Individuals), Social Change

Identifiers—\*Reflection Process, \*Reflective Teaching, Saskatchewan

The purpose of the documents in this series is to provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet explores reflection, a form of problem solving in which one tries better to understand and solve problems or concerns of personal importance. The process helps teachers plan a self-guided examination of their own teaching practice in an environment where education and the society which shapes and is shaped by it are constantly changing. The guide includes an introduction and 10 chapters: (1) Reflective Teaching: A Vignette; (2) What Is Reflective Teaching? (3) What Reflective Teaching Is Not; (4) Topics for Reflection; (5) Reflective Teaching: What's in It for Me? (6) Organizers for Reflection; (7) Reflective Questioning: What Might It Look Like? (8) Getting Started; (9) Now That You Have Your Observations (a discussion of individual versus group reflection); and (10) Closing Thoughts—Looking Ahead. The guide concludes with reference and recommended reading lists. (LL)

ED 360 310 SP 034 713  
Mills, Sheryl

**F.Y.I. For Your Imagination: Focused Imaging. Instructional Strategies Series No. 12.**

Regina Univ. (Saskatchewan). Faculty of Education.

Report No.—ISBN-0-7731-0244-2  
Pub Date—93

Note—56p.; For other documents in this series, see SP 034 708-712.

Available from—Saskatchewan Professional Development Unit/Saskatchewan Instructional Development and Research Unit, Faculty of Education, University of Regina, Regina, Saskatchewan S4S 0A2, Canada (\$10 Canadian plus \$2 Canadian mailing and handling; 7% tax on Canadian orders).

Pub Type—Guides - Classroom - Teacher (052)  
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Creative Development, Educational Practices, Elementary Secondary Education, Faculty Development, Foreign Countries, \*Imagery, \*Imagination, Instructional Materials, \*Learning Activities, \*Learning Strategies, Lesson Plans, Teaching Guides, \*Teaching Methods, Visualization

Identifiers—Saskatchewan

The documents in this series provide educators in Saskatchewan with practical and relevant guides to teaching and learning as a means of expanding or refining teaching repertoires. This booklet explores focused imaging as a way to enhance student learning, describes the application of imagery to specific school curricula, and acts as a strategy teachers can use with students to help them learn more effectively and develop creativity by using their imaginations. The publication is organized into nine sections that provide explanation and exercises. The topics are: (1) a sample imaging experience; (2) What is focused imaging? (3) Why use focused imaging? (4) What does focused imaging look like? (5) What does focused imaging sound like; (6) preparing for focused imaging; (7) lesson planning; (8) teacher reflection; and (9) a focused imaging highlight sheet. Resource selections include general overviews of focused imaging, curriculum specific applications, script examples, background information, and starter ideas and inspiration. Appendices provide relaxation ideas, lesson plan samples, and a sample of script completion. (LL)

ED 360 311 SP 034 721

**Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies.**

Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.

Spons Agency—Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.

Pub Date—92  
Contract—U63-CCU-302851-02

Note—82p.

Available from—Council of Chief State School Officers, Resource Center on Educational Equity, One Massachusetts Avenue, N.W., Suite 700, Washington, DC 20001-1451 (\$10).

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, Classrooms, Educational Practices, Elementary Secondary Education, \*Health Education, Health Promotion, \*Observational Learning, Policy Formation, Program Content, \*Program Effectiveness, Program Evaluation, Public Schools, \*School Activities, School Districts, State Departments of Education

Identifiers—\*Comprehensive School Health Programs, Site Visits

In 1987, the Council of Chief State School Officers (CCSSO) initiated a Human Immunodeficiency Virus (HIV) Education Project to enhance the capacity of state education agencies to assist local education agencies and schools in implementing effective HIV education within a framework of a comprehensive school health program. This publication, the result of school site visits conducted by CCSSO project staff during 1989 and 1990, reports on a number of schools' HIV prevention programs. Lessons about effective HIV education programs and what promotes learning were derived from classroom observations of promising HIV education programs. Following an introduction, the document offers recommendations intended to inform state efforts for enhancing students' healthy development and academic performance based on suggestions of administrators, faculty, and students who were interviewed during site visits. The main body of the document consists of a section titled "Common Elements of Promising Programs" and an appendix highlighting schools visited and the status of HIV and health in their districts. A list of 31 resources and 21 references are included. (LL)

ED 360 312 SP 034 722

Rollins, Billie Campbell, Eugene

**Alternative Teacher Program. Report to the General Assembly 1992-93.**

Colorado State Dept. of Education, Denver.

Pub Date—Jan 93  
Note—10p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Cooperation, \*Alternative Teacher Certification, \*Apprenticeships, Beginning Teachers, College Graduates, Elementary Secondary Education, Inservice Teacher Education, \*Mentors, \*Nontraditional Education, Postsecondary Education, Program Administration, \*Program Development, Program Effectiveness, \*Program Implementation, Teacher Employment

This report describes the Colorado Alternative Teacher Program, mandated by the state, that enables individuals with bachelor's degrees to enter approved alternative teacher certification programs developed by school districts, boards of cooperative services, independent schools, and institutions of higher education. The Colorado Department of Education issues a one-year alternative certificate when an approved candidate is employed. The certificate enables the individual to be employed as a teacher and to participate in the school-based experience under the supervision of a master/mentor teacher, building principal, and representative of an approved institution of higher education. During the 1-year training and supervision program, the teacher completes 225 clock hours of professional preparation. Alternative teachers who complete the program are issued a standard general teacher certificate valid for 5 years and renewable. The report provides a framework for examining: program development; site-based training organizations; the 44 alternative teachers employed in approved alternative programs for the 1992-93 school year; and information concerning the program's operation for the 1992-93 school year. The document concludes with a discussion of concerns identified by the Colorado State Department of Education with respect to the program's future. (LL)

ED 360 313 SP 034 774

Gray, Lucinda And Others

**New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report.**

National Center for Education Statistics (ED), Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-16-042023-7; NCES 93-392

Pub Date—Aug 93  
Note—86p.; For 1987 survey report, see ED 324 368.

Available from—U.S. Government Printing Office,

Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.  
 Pub Type—Numerical/Quantitative Data (110)—  
 Tests/Questionnaires (160)

#### EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bachelors Degrees, \*Beginning Teachers, \*College Graduates, \*Education Majors, Elementary Secondary Education, Graduate Surveys, Masters Degrees, National Surveys, Teacher Certification, \*Teacher Characteristics, \*Teacher Employment, Teacher Salaries, Teacher Supply and Demand, Teaching (Occupation)  
 Identifiers—\*New Teachers, Recent College Graduates Study 1987 (NCES), \*Recent College Graduates Study 1991 (NCES)

This report on the supply of newly qualified teachers (NQTs) is based primarily on data from the Recent College Graduates (RCG) study of 1991. The survey, which was originally designed to provide information on NQTs alone, was expanded to cover graduates in all major fields of study; however, it continues to emphasize graduates qualified to teach at the elementary or secondary school level. It focuses on the number, characteristics, and teaching status of NQTs who were defined as college graduates receiving a bachelor's or master's degree between July 1, 1989, and June 30, 1990; who became eligible or certified to teach during that same period; and who had not been employed as teachers before receiving their degree. The number of NQTs who graduated from the nation's colleges and universities increased from 126,200 in 1986 to 140,500; the number at the master's level decreased by 1,000. Of the NQTs in 1991, 71 percent were female. Among NQTs, about 50 percent had a grade point average of 3.25 or above, compared to 42 percent of other bachelor's degree recipients. Fifty-nine percent of the NQTs had majored in education, about the same as the percentage in 1987 (57 percent). One year after graduation, 91 percent of the NQTs were employed, 73 percent full-time. The average annual salary for NQTs who were employed full time was \$19,200 in 1991, compared to \$24,200 for other bachelor's degree recipients. Of all NQTs, 85 percent were eligible or certified to teach at the elementary or secondary level. A bibliography of RCG reports and numerous text tables and figures are included. Four appendixes provide tables containing additional data referenced in text, tables with standard errors for data reported in text, technical notes, and definitions of terms and codes used in the report. (LL)

ED 360 314

SP 034 828

Lieb, Barbara, Comp.

**Achieving World Class Standards: The Challenge for Educating Teachers.** Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992).

Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.

Report No.—ISBN-0-16-041698-1; PIP-93-1217

Pub Date—Mar 93

Note—59p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Collected Works - Proceedings (021)

#### EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, \*Change Strategies, \*Educational Policy, \*Educational Practices, Elementary Secondary Education, \*Excellence in Education, Futures (of Society), Higher Education, Program Evaluation, \*Program Improvement, Teacher Education Curriculum, \*Teacher Education Programs  
 Identifiers—\*Reform Efforts

In the spirit of education reform, American education is challenged as never before to meet higher standards of teaching and learning. In order to respond to these challenges, the Office of Educational Research and Improvement convened a study group representing a cross section of individuals and organizations interested in the education of teachers. Ideas and recommendations discussed by the study group centered around six issues: (1) the kind of teaching needed to achieve world class standards; (2) problems in educating teachers for world class standards; (3) teacher education issues specific to core subject areas; (4) needed changes in policies and practices in educating teachers; (5) the potential of current reforms to facilitate needed changes; and (6) recommendations for educating teachers for world class standards. This report includes the fol-

lowing presentations: "What Kind of Teaching Do We Need for World Class Standards?" "What Problems Must be Solved in Educating Teachers for World Class Standards?" "How Will Changes in the Core Subject Areas Affect the Education of Teachers?" "What Changes Are Needed in Policies and Practices That Affect the Education of Teachers?" and "Will Current Reforms Contribute to the Changes Needed?" Two appendices provide a meeting agenda and a list of speakers and participants. (LL)

## TM

ED 360 315

Afflerbach, Peter, Ed.

#### Issues in Statewide Reading Assessment.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-89785-216-X

Pub Date—Dec 90

Contract—R188062003

Note—160p.

Pub Type—Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

#### EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Decision Making, \*Educational Assessment, Educational Practices, Elementary Secondary Education, Evaluation Utilization, Literacy, \*National Surveys, \*Reading Achievement, Reading Instruction, Reading Tests, \*State Programs, Student Evaluation, Testing Programs, \*Test Use, Test Validity

Identifiers—Alternative Assessment

This paper presents six chapters that describe how statewide reading assessment is currently being performed and how the data are being used. The validity of statewide reading assessment instruments and the appropriate uses of statewide reading assessment data are explored. Several chapters discuss new ways in which some states conduct reading assessment, while others suggest alternative and complementary forms of reading assessment. The range of issues is intended to help in the assessment of relative strengths and weaknesses of current statewide reading practice and consider future directions in reading assessment. The following six chapters are provided: (1) "The Call for Assessment of Reading at the Statewide Level" (Peter Afflerbach); (2) "Developing a Statewide Reading Assessment Program" (Linda Hansche); (3) "Issues in Early Childhood Assessment" (William H. Teale); (4) "The Role of Teacher-Based Information in Statewide Assessments of Literacy Learning" (Elfrieda H. Hiebert); (5) "National Survey of the Use of Test Data for Educational Decision Making" (Sheila W. Valencia); and (6) "Statewide Reading Assessment: A Survey of the States" (Peter Afflerbach). Charts for each of the 50 states are included. (SLD)

ED 360 316

Bobbett, Gordon C. And Others

#### An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes.

Pub Date—Feb 93

Note—43p; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 13, 1993). Separately published 4-page executive summary bound in.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, \*Community Characteristics, Data Collection, Educational Assessment, Educational Environment, Information Needs, \*Institutional Characteristics, \*Outcomes of Education, Policy Formation, Predictor Variables, \*Profiles, School Districts, \*School Statistics, State Surveys

Identifiers—\*Tennessee, Tennessee Comprehensive Assessment Program

Investigators completed a series of studies of data reported in Tennessee's 1988-89 school district cards, and compared these with 1990-91 school district report cards. The relationships among 15 school district variables and relationships between each variable and student outcomes were deter-

mined. The 1990-91 report cards contain results of the new Tennessee Comprehensive Assessment Program. Several conclusions from the previous study were reinforced by the current one. Policymakers at all levels need to consider that few of the individual inputs commonly associated with student achievement have much impact on student performance. With the exception of student attendance (and perhaps per pupil expenditure), treatment of any isolated variable will have little effect. It is urged that consideration be given to collecting, reporting, and analyzing data on such things as school organization, school culture, student motivation, parental involvement, instructional methodologies, curriculum features, and other factors. Building-level results appear more useful than do district-level results, and report cards appear to be only as good as the assessments used to determine student performance. Ten tables and 1 figure summarize findings, and seven appendixes contain seven additional tables. (SLD)

ED 360 317

Bode, Rita K.

#### Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement.

Pub Date—Apr 93

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). The appendix may not copy well due to broken print.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Ability Grouping, \*Classes (Groups of Students), Family Characteristics, Grade 8, International Studies, Junior High Schools, \*Junior High School Students, \*Mathematics Achievement, Mathematics Tests, Pretests Posttests, Student Attitudes, \*Student Characteristics  
 Identifiers—\*Hierarchical Linear Modeling, \*Second International Mathematics Study

To determine whether the range of ability within the classroom has a significant effect on students' performance in mathematics, and to identify the class compositional or instructional characteristics that contribute to differences between homogeneous and heterogeneous classes in terms of mathematics achievement, an analysis was conducted using data from the Second International Mathematics Study. The sample consisted of 1,319 eighth graders in 79 classes from 61 schools. Data included pretest and posttest scores on the study's mathematics test, student and family characteristics, and student attitudes toward mathematics concerning effort. Hierarchical linear modeling (HLM) was used to study relationships. Results support previous research that found no advantage to being in a class with either heterogeneous or homogeneous ability levels. There was a non-significant effect of range of ability on the outcome. Results also point to the differentiating effect of previous achievement on subsequent mathematics achievement. Advantages of the HLM procedure are discussed. Four tables present study findings. An appendix describes the student-level variables. (SLD)

ED 360 318

Rasinski, Kenneth A. And Others

#### America's High School Sophomores: A Ten Year Comparison, 1980-1990.

National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-041799-6; NCES-93-087

Pub Date—Jun 93

Note—121p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Descriptive (141)

#### EDRS Price - MF01/PC05 Plus Postage.

Descriptors—\*Academic Achievement, \*Academic Aspiration, Cohort Analysis, Comparative Analysis, Educational Change, \*Grade 10, \*High School Students, Longitudinal Studies, Minority Groups, National Surveys, Poverty, Racial Composition, Recreational Activities, Sample Size, School Activities, \*Self Concept, Statistical Data, Values

Identifiers—\*High School and Beyond (NCES), High School Sophomores, \*National Education Longitudinal Study 1988

This study of high school sophomores in 1980 and 1990 compares the experiences of students in the two cohorts, identifying changes in in-school and out-of-school activities, academic achievement,

self-concept, values, plans, and aspirations. Similarities and differences between the two groups are documented using data from the National Education Longitudinal Study of 1988 (NELS:88) and High School and Beyond (HSAB, 1980). HSAB and NELS:88 sophomores are marked by basic demographic differences, including the smaller size of the NELS:88 1990 cohort, reflecting the baby bust of the 1970s, and a higher proportion of racial minority and poverty status sophomores in 1990. NELS:88 sophomores also reflect the influence of various waves of school reform since the late 1970s and early 1980s. Overall, the comparison paints a picture that is in most respects encouraging in its portrayal of the high school academic orientation and postsecondary expectations of the 1990 sophomore class. Positive changes, however, are typically small or moderate in magnitude. Among the findings are: (1) general and college preparatory program placement has increased, at the expense of vocational program placement; (2) patterns of extracurricular participation changed especially in musical activities (31% in 1980 to 22% in 1990) and in hobby clubs (21% in 1980 to 7% in 1990); (3) changes in sophomores giving high importance to particular life values (e.g., marriage and family 83% rating this as very important in 1980, 72% in 1990); (4) small but statistically significant increase in the number of females aspiring to traditionally male-dominated non-professional occupations (15.6% in 1980 versus 18% in 1990). Sixteen tables and 13 figures present data from the 2 studies. Three appendices contain information about the survey sample sizes, standard errors, and other methodological and technical information. Appendix A contains an additional 20 data tables. (Contains 46 references.) (SLD)

**ED 360 319** TM 020 114  
National Center for Education Statistics "Product Planning and Development." Final Report.

User Technology Associates, Inc.  
Spons Agency—National Center for Education Statistics (ED), Washington, DC.  
Pub Date—13 Mar 92  
Contract—RN91062001  
Note—124p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—"Access to Information, Data Collection, Delivery Systems, \*Educational Research, Educational Technology, Elementary Secondary Education, Government Role, Higher Education, \*Information Dissemination, Needs Assessment, Research Reports, School Statistics, \*Statistical Data, \*Technological Advancement, \*User Needs (Information)

Identifiers—\*National Center for Education Statistics

To assist in its mission of providing information in the most timely manner, the National Center for Education Statistics (NCES) contracted for a study of current modes of information dissemination to its user population that would also identify new and emerging technologies for information dissemination. The project is divided into three phases of information collection activities. Phase 1 entails analyzing current information dissemination. Phase 2 explores new or emerging technologies. Phase 3 includes user requirements analysis. In general, NCES users are satisfied with the quality of NCES information, but want to be more informed about product offerings and want more timely access to NCES information. The end-user interface is the weak link in the Federal Government's program of providing statistical information about education in the United States. Otherwise, the NCES serves its pluralistic constituency well, packaging its information in a variety of formats and product types and delivering them in a variety of ways via current technology. Weaknesses are in the areas of timeliness, delivery targeting, and user awareness. Recommendations are presented mainly in the area of enhanced technology utilization. Seven figures illustrate the report. An appendix contains six illustrative figures. (SLD)

**ED 360 320** TM 020 117  
Results of the Primary Assessment Program for 1991 in Urban and Non-Urban Schools. Curriculum and Assessment Research and Evaluation Report. Report 2/1992.

Northern Territory Dept. of Education, Darwin (Australia).  
Report No.—ISBN-0-7245-2606-4  
Pub Date—92

RIE DEC 1993

Note—90p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—"Academic Achievement, Achievement Gains, Achievement Tests, Comparative Testing, Educational Assessment, \*Elementary School Students, English, Foreign Countries, Grade 5, Grade 7, Intermediate Grades, Junior High Schools, Junior High School Students, Mathematics Achievement, Rural Schools, Scores, Suburban Schools, \*Testing Programs, Test Items, \*Test Results, \*Urban Schools

Identifiers—\*Australia (Northern Territory), \*Primary Assessment Program (Australia)

This report contains details of the results of the Primary Assessment Program conducted in 1991 in urban and non-urban schools in the Northern Territory of Australia. The assessment program, conducted annually at years 5 and 7 in urban schools and at ages 10 years and above in non-urban schools, monitors achievement in English and mathematics. In 1991, nearly 4,000 urban students and 1,700 non-urban students participated in the testing program. Findings reveal a significant improvement in the achievement of urban students in years 5 and 7 in mathematics in 1991 compared with 1990. Fundamental changes in the reading test made it impossible to compare the two years. However, evidence suggests that urban school functional literacy and reading comprehension was good, but was not as good in the non-urban schools, where many students appeared unable to perform satisfactorily in tasks required for Stages 4 and 5 of reading and Stage 4 of mathematics. Results are reported in a format teachers and principals have found easy to understand. Eleven appendices contain sample questions for the different assessments, information about the test committees, and test statistics. Information about test items, scores, and mean achievement is presented in 26 tables. Score distributions are portrayed in 11 graphs. (SLD)

**ED 360 321** TM 020 118  
Willis, John A.

Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria.

Pub Date—Apr 93

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—"Compensatory Education, \*Educationally Disadvantaged, Elementary Education, \*Elementary School Students, \*Eligibility, \*Federal Programs, Identification, Mathematical Formulas, Mathematics Instruction, Predictive Measurement, Reading Programs, Student Evaluation, \*Student Placement, Weighted Scores

Identifiers—Comprehensive Tests of Basic Skills, \*Education Consolidation Improvement Act

Chapter 1, Kanawha County Schools WV, Normal Curve Equivalent Scores, Probit Analysis, Z Scores  
Kanawha County (West Virginia) schools use Z-scores to identify elementary students eligible for Chapter 1 services in reading and mathematics. A probit analysis of over 500 previously served students was used to determine the variables and weights in the Z-score equations. Independent variables were chosen from those commonly used to identify Chapter 1 students. The best predictor formula for reading services used student's age, Comprehensive Test of Basic Skills (CTBS) total reading (or MRT reading composite) normal curve equivalent (NCE) score, end-of-year letter grade in reading, and number of times a student had been retained. For mathematics, best prediction was obtained with CTBS total mathematics (or MRT) NCE scores, end-of-year grade in mathematics, and grade level of the student. Additional formulas were developed to account for missing scores and grades. Using these formulas, initial eligibility lists are developed in the summer and given to Chapter 1 project teachers, who modify and update them throughout the year. Problems and advantages of the method are noted, and some examples of use of Z-scores for other purposes are given. Three tables present Z-score information. Attachments include eligibility lists, forms to amend the lists, and a report using Z-scores in an evaluation of the Reading Recovery Program in the county. (Author/SLD)

**ED 360 322** TM 020 119

Edmondson, Katherine M.

Concept Mapping for the Development of Medical Curricula.

Pub Date—Apr 93

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—"College Science, \*Curriculum Development, Higher Education, Intellectual Disciplines, \*Interdisciplinary Approach, Professional Education, \*Teaching Methods, \*Veterinary Medical Education

Identifiers—Case Method (Teaching Technique), \*Concept Mapping, Concept Maps, Cornell University NY, \*Problem Based Learning

This paper discusses the development of concept maps for an entire veterinary curriculum, for each of the planned courses, and for each of the case-based exercises in each course, drawing on current efforts at the College of Veterinary Medicine at Cornell University (Ithaca, New York) to develop an integrated curriculum for use in a problem-based format. Increased use of problem-based approaches to medical education has highlighted the challenges of curricular revision and interdisciplinary development. Venturing beyond disciplinary boundaries can be difficult, despite a desire to create interdisciplinary courses and adopt new ways of teaching. Concept mapping is an effective tool for developing an integrated curriculum. Examples are given of concept maps that represent an entire veterinary curriculum, specific courses, and case-based exercises. It is argued that concept mapping is a valuable tool for curriculum development of any scope or discipline, but is particularly helpful for creating interdisciplinary courses and case-based exercises. Nine figures illustrate concept maps. (Author/SLD)

**ED 360 323** TM 020 120  
Krasnow, Jean

Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program."

Pub Date—Apr 93

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Techniques, \*Curriculum Evaluation, Educational Improvement, \*Educational Research, Elementary Education, \*Elementary School Curriculum, Elementary School Students, Elementary School Teachers, Instructional Effectiveness, \*Interpersonal Competence, Interviews, Parent Participation, Principals, \*School Surveys, \*Teacher Role, Teacher Student Relationship, Training

Identifiers—Boston Public Schools MA, \*Reach Out to Schools Social Competency Program

The Reach Out to Schools Social Competency Program is a 40-lesson elementary school curriculum that teaches children and their teachers to build positive, supportive relationships in the classroom. It is organized around three units: creating a cooperative classroom environment, building self-esteem and positive feelings, and solving people problems. The teacher research being conducted by participants in the Reach Out to Schools Program on the impact of the program in their classrooms and their teaching styles is described. The program is currently used in 18 school systems (47 schools) in the Boston (Massachusetts) area. Approximately 3,500 students and over 200 teachers have participated in the program. Training is provided for teachers and principals, and a parent component is being developed. Fifteen interviews were conducted with teachers new to the program in 1990-91. Subsequently, 65 teachers, 561 students, and 4 principals assessed the impact of the program in their classrooms. Teachers who have completed at least 1 year in the program may participate in a teacher research group. In these groups, teachers have conducted research projects that are clarifying program impacts. The program evaluation and teacher research have helped improve the curriculum, identify areas of success, and pose questions for further research. Efforts like the Reach Out to Schools Program and the Teacher Research Group demonstrate that teachers are ready and able to redefine their roles within the classroom, the school, and the research community. (SLD)



## ED 360 324 TM 020 121

Elmore, Patricia B. And Others

## Statistics Achievement: A Function of Attitudes and Related Experiences.

Pub Date—Apr 93

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability, Attitude Measures, \*College Students, Computer Centers, Computer Science, Computer Science Education, \*Educational Background, Higher Education, \*Mathematics Achievement, Mathematics Anxiety, Measurement Techniques, Statistical Significance, \*Statistics, \*Student Attitudes, Test Reliability

The effects of previous mathematics, statistics, and computer science coursework; attitudes toward statistics and computers; and mathematics ability on statistics achievement were studied for 289 college students over 4 semesters. A secondary purpose of the study was to determine the effect of the computer laboratory component of an inferential statistics class on students' end of course attitudes. Instruments were administered to determine attitudes toward statistics and computers, anxiety about statistics, algebra and mathematics skills, and biographical data. The proportion of variance in statistics achievement accounted for by the following parameters was not statistically significant: (1) attitudes toward computers; (2) attitudes toward statistics; (3) mathematics background; (4) computer science background; (5) mathematics ability; (6) statistical anxiety; and (7) Graduate Record Examination scores (available for only 83 students). Coefficient alpha reliabilities are reported for each of the scales used to measure attitudes and abilities. No statistically significant differences were found between students taught with a computer laboratory and those taught without the computer component for attitudes toward statistics, but those taught by computer exhibited more positive attitudes toward the computer and less statistical anxiety at the end of the course. Five tables present study findings. Contains 18 references. (SLD)

## ED 360 325 TM 020 122

Jaeger, Richard M.

## Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom.

Pub Date—Apr 93

Note—21p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Observation Techniques, Classroom Research, Comparative Analysis, \*Data Collection, Documentation, Educational Technology, Elementary School Teachers, Elementary Secondary Education, \*Evaluation Methods, Naturalistic Observation, Professional Development, \*Psychometrics, Reliability, Scoring, Secondary School Teachers, \*Teacher Evaluation, Validity, \*Videotape Recordings

Identifiers—\*Performance Based Evaluation

Issues in collecting data on the classroom performance of teachers are discussed, with a focus on written descriptions of teacher behavior in contrast with videotaped observations. The central issue in this comparison is the comparability of the information when it is observed live and when it is simply recorded on videotape. The fundamental psychometric questions associated with any assessment technique can also be posed in terms of validity, reliability, and bias. In any data collection effort, the purposes must be clear, and the inferences to be drawn must be recognized. The situational generalization of observations is limited in different ways for live observers or videorecording. Live observers restrict their attention, and videorecorders may restrict the observers' focus. However, the videorecording of classroom teaching produces a record that can be viewed, interpreted, and evaluated by many observers. Limited research from J. R. Fredericksen and colleagues suggests that live observation and videotape scoring produce very similar evaluations of teachers, with adequate interscorer reliability. Various practical issues in videotape use, and opportunities it provides for professional development are discussed. Research

needs are reviewed. (SLD)

## ED 360 326 TM 020 123

Jaeger, Richard M. And Others

## Integrating Multi-Dimensional Performances and Setting Performance Standards.

Pub Date—Apr 93

Note—27p; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classification, Comparative Analysis, Elementary School Teachers, Elementary Secondary Education, \*Evaluators, Higher Education, \*Performance, Profiles, Secondary School Teachers, Standards, Summative Evaluation, Teacher Certification, \*Teacher Evaluation, Teacher Qualifications

Identifiers—Angoff Methods, National Board for Professional Teaching Standards, \*Performance Based Evaluation, Policy Capturing Method, \*Standard Setting, Standards for Educational and Psychological Tests, Teacher Candidates

Methods that might be used to establish standards of performance that will permit the National Board for Professional Teaching Standards to classify candidate teachers as highly accomplished (worthy of National Board certification) or less than highly accomplished (not worthy of certification) are contrasted. Plans for research on these issues are discussed. Two approaches are considered. One, "policy capturing," is a judgmental process that attempts to elicit and characterize the decision strategies used by expert judges when they evaluate profiles of performances and reach a summative decision. The other method is an extension of the standard-setting method of W. H. Angoff (1971), in which judges are asked to estimate for individual test items the proportion of minimally qualified examinees who would answer the item correctly. Each method is examined in some detail, and the proposed strategies for applying them are explored. If carefully applied, these strategies should satisfy the requirements of the 1985 "Standards for Educational and Psychological Tests." One chart and four figures illustrate the discussion. (SLD)

## ED 360 327 TM 020 124

Calhoun, Emily F. Glickman, Carl D.

## Issues and Dilemmas of Action Research in the League of Professional Schools.

Pub Date—Apr 93

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Action Research, Agency Role, \*College School Cooperation, Educational Change, Educational Research, Elementary Secondary Education, Higher Education, Participatory Research, \*Research Methodology, Research Problems, \*School Restructuring, \*Theory Practice Relationship

Identifiers—\*League of Professional Schools GA,

\*School Renewal, University of Georgia

University and school-based members of the League of Professional Schools, a collaborative formed to support school renewal, engage in disciplined inquiry on the effects of this school/university collaborative on life in member schools. Essentially, the League conducts action research on action research. The League and its definition of schoolwide research are described. Some general tendencies that have been noted in the conduct of research among member schools are reviewed, as is support provided to members by the League. Successes and difficulties in the conduct of the League's research are reviewed, and reflections on the process are presented. Currently, the League includes 60 elementary and secondary schools, with university participation through the University of Georgia. The League is a network held together by common goals, among which are continued cycles of action research. An analysis of 47 action programs of member schools finds 4 areas of success in the collaborative efforts: (1) desirable process outcomes for staff; (2) desirable process outcomes for students; (3) desirable product outcomes for staff; and (4) desirable product outcomes for students. The League is aware that action research is hard work, but it is clear that member schools are recognizing its value and learning how to conduct it effectively.

An appendix describes key activities and resources of the League. Contains 72 references. (SLD)

## ED 360 328 TM 020 125

Baxter Magolda, Marcia B.

## The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development.

Pub Date—Apr 93

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Available from—EDL, 350 McGuffey Hall, Miami University, Oxford, OH 45056.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Abstract Reasoning, Attitudes, College Graduates, College Students, Constructivism (Learning), Context Effect, \*Epistemology, Graduate Surveys, Higher Education, \*Individual Development, \*Interpersonal Relationship, \*Knowledge Level, Longitudinal Studies, \*Young Adults

Identifiers—\*Relational Learning

The roles of impersonal (or abstract) and relational (or connected) modes of knowing in the experiences of young adults were studied, and the ways the two converge are described in this report of the post-college phase of a 7-year longitudinal study of the epistemological development of college students, i.e., their assumptions about the limits, certainty, and criteria for knowing. The study group, initially 101 students, consisted of 53 students by the last phase. The experiences of participants suggest that contextual knowing is characterized by a complex interplay between relational and impersonal modes of knowing. This intertwining is clearest in contextual knowers' examples of situations in which the balance of the two was not present, and the situations resulted in lack of ability to connect with others in some cases and to maintain the separate self in others. The convergence of relational and impersonal modes of knowing holds implications for education on a number of levels. It provides empirical evidence for the argument that education needs to focus on advancing both modes of knowing and their integration. Collectively, the experiences of these contextual knowers suggest that effective education would emphasize the construction of knowledge, the importance of the knower in what is known, and the value of others' perspectives, and would offer direct practice with both types of knowledge. (SLD)

## ED 360 329 TM 020 126

Andrada, Gilbert N. Linden, Kathryn W.

## Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions.

Pub Date—Apr 93

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Class Activities, Classroom Techniques, Cognitive Processes, \*College Students, Comparative Testing, Higher Education, \*Objective Tests, Psychometrics, Test Construction, \*Testing Problems, Test Items, Test Reliability, \*Test Validity, \*Thinking Skills

Identifiers—\*Blooms Taxonomy, \*Take Home Tests

The psychometric properties of objective tests administered in two testing conditions were compared, using an experimental take-home testing condition and a traditional in-class testing condition. Subjects were 290 college students in a basic educational psychology course who took a test developed and tested the previous semester. Two equivalent 30-item tests (Form A and Form B) were randomly distributed. Students in Group 1 (n=141) took Form A in the in-class testing condition and Form B in the take-home testing condition. Students in Group 2 (n=149) took Form B in class and Form A at home. Results indicate that carefully constructed objective tests designed to measure higher-order thinking can function effectively under take-home conditions. Test items in the three taxonomic classifications (based on the Taxonomy of Cognitive Objectives of B. Bloom, 1956) did not have differential impacts on the test in the two conditions. Most student-reported variables had no influence on test performance. The psychometric

properties of a test can remain intact even when students have ample time and course materials available provided that higher-order thinking skills are being measured. Seven tables present study findings. (SLD)

**ED 360 330** TM 020 127

*Lim, Tock Keng.*  
**Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis.**

Pub Date—Apr 93  
Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cognitive Ability, Developmental Stages, \*Factor Structure, Females, Foreign Countries, Formal Operations, Grade 9, High Schools, \*High School Students, Intelligence, \*Intelligence Differences, Males, Models, \*Piagetian Theory, \*Sex Differences, Spatial Ability, Verbal Ability

Identifiers—AH4 Group Test of General Intelligence, Arlin Test of Formal Reasoning, \*Confirmatory Factor Analysis, Raven Advanced Progressive Matrices, Singapore

Confirmatory Factor Analysis was used to test first- and second-order factor models on cognitive abilities and their invariance across male and female samples. Subjects were a stratified random sample of 234 male and 225 female 15-year-old students in Singapore attending Secondary 3 (the equivalent of grade 9). Four first-order factors were found underlying the 23 subtest scores of 2 group intelligence tests, the AH(sub 4) Test of Intelligence and the Advanced Progressive Matrices, and 2 group Piagetian tests, Science Reasoning Tasks and the Arlin Test of Formal Reasoning. Slight differences found in the formal operations, spatial, numerical, and verbal factors of the male and female groups suggest some gender-related differences in these factors. There were two alternative second-order general factor models for the male group, one with three first-order factors and the other with four first-order factors. Only a general factor model with three first-order factors could fit the data of the female sample. This female group model contains some differences in the loading of the formal operations and spatial factors, when compared with that of the male group. Eight tables present study findings. (Author/SLD)

**ED 360 331** TM 020 128

*Cizek, Gregory J.*  
**Home Education Research: On the Right Road?**

Pub Date—Apr 93  
Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Book/Product Reviews (072)—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Practices, \*Educational Research, Educational Theories, Elementary Secondary Education, \*Home Schooling, Models, Nontraditional Education, Parents as Teachers, Private Education, Religious Cultural Groups, Research Design, \*Researchers, \*Research Methodology, Research Problems, Surveys, Theory Practice Relationship

A set of concerns related to home education that is infrequently studied, namely, the content and direction of research in education, is examined. Issues surrounding home education have not been given adequate attention. A sample of home education researchers was gathered by compiling a list of authors who had published in the "Home School Researcher." Nineteen of 23 surveyed authors responded with information about themselves and their research. Survey responses indicate that research on home education is being conducted by a fairly diverse group of researchers, most of whom are in education-related occupations. About half of the researchers had not engaged in home education themselves. Much of the research on home education appears to be descriptive rather than experimental or quasi-experimental. No framework exists to unite the efforts of home education researchers. Nearly half of the researchers indicated that they did not maintain an interest in home education research, but those who did suggested several directions for the field. Broad findings demonstrate that researchers in the area can benefit from a critical

analysis of practice, models, and perspective. Two tables summarize characteristics of home education researchers and methodology and sampling characteristics. (SLD)

**ED 360 332** TM 020 129

*Bender, Timothy A.*  
**Predicting Postfeedback Performance from Students' Confidence in Their Responses.**

Pub Date—Apr 93  
Note—8p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Analysis of Variance, Comparative Analysis, Confidence Testing, Correlation, Educational Assessment, \*Feedback, Higher Education, Knowledge Level, Models, \*Performance, \*Predictive Measurement, Regression (Statistics), \*Responses, Scores, Self Concept, Student Interests, Student Reaction, Test Use, \*Undergraduate Students

Identifiers—Variance (Statistical)

The model of feedback processing proposed by R. W. Kulhavy and W. A. Stock (1989) was studied in a traditional classroom setting in which methods of assessing students' response confidence as predictors of postfeedback performance were also examined. The relationship between confidence ratings at the time of the test and confidence assessed prior to delayed feedback was explored. Subjects were 6 male and 21 female undergraduates assigned to confidence or interest conditions who rated their confidence in responses or interest in each questions. Data for 25 students were used. Students were asked to predict their scores, received feedback, and completed the examination again. An analysis of variance compared the performance of the confidence and interest groups, and regression and correlation analyses explored the predictability of postfeedback performance. There were no significant differences between postfeedback performance of the interest and confidence groups. Increase in elaborative processing due to students' rating their confidence does not appear to affect postfeedback performance any more than does rating the interest level. Results indicate that the Kulhavy and Stock model can be applied to the classroom. Use of students' estimates of test scores is not recommended as a measure of response confidence, as it accounted for very little variance in postfeedback performance. Implications for prediction of students' feeling-of-knowing are explored. (SLD)

**ED 360 333** TM 020 130

*Hymel, Glenn M. Dyck, Walter E.*  
**The Internationalization of Bloom's Learning for Mastery: A 25-Year Retrospective-Prospective View.**

Pub Date—Apr 93  
Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Cross Cultural Studies, \*Educational History, Educational Psychology, Foreign Countries, Futures (of Society), \*International Studies, \*Mastery Learning, \*Research and Development, Research Reports, Skill Development

Identifiers—\*Internationalism, \*Learning for Mastery (Bloom)

Twenty-five years have elapsed since the publication of Benjamin S. Bloom's article titled "Learning for Mastery." With approximately 2,000 master learning/testing citations in the ERIC data base alone, Bloom's 1968 piece is indeed one of the most generative works to appear in the educational psychology literature in decades. At this quarter-century juncture, then, it is appropriate to reflect retrospectively and prospectively on the meaning, impact, and continuing possibilities of Bloom's learning for mastery. In so doing, this paper focuses on what could be termed the "internationalization" of mastery learning. Evidence of mastery learning research and development initiatives in well over 30 nations does indeed invite not only an analysis of what has already transpired in the worldwide community but also a projection of future directions for mastery learning in the international arena. (Contains 119 references.) (Author)

**ED 360 334** TM 020 131

*Nitko, Anthony J. Niemierko, Boleslaw*  
**Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments.**

Pub Date—Apr 93  
Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Reports—Evaluative (142)—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Cognitive Processes, College Faculty, College Students, Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, Grades (Scholastic), \*Grading, Higher Education, Holistic Evaluation, Performance, Statistics, \*Student Evaluation, Summative Evaluation, \*Teacher Attitudes, Teacher Made Tests, \*Thinking Skills

Identifiers—\*Performance Based Evaluation

Qualitative methods for defining and assigning letter grades on classroom tests were studied. A hierarchical letter-grade scale is described that combines teachers' judgments of the importance of subject matter concepts and their classification of assessment tasks as reflecting cognitive processing skills identified from recent research. Using this grade assignment procedure shifts teachers' thinking so that grades on summative classroom assessments reflect quality levels of student thinking instead of simply the number of points students attain. The model incorporates a teacher's perception of the level of thinking that a student must use to perform a task and the value a teacher places on successful performance. Combining the thinking skills and importance factors can be done by crossing the factors in a two-way table, which can then be used to organize tasks into testlets or subtests. Four possible teacher-specific grading models can be derived from the ways teachers associate grades with thinking skills and subject content. The method was tested with 5 statistics instructors using an existing test and with 2 instructors whose 48 students took an examination designed for the grading method. This approach to grading provides an interesting rationale and merits further investigation. Four tables present study findings, and six figures illustrate the discussion. (SLD)

**ED 360 335** TM 020 132

*Webb, Lynn C. And Others*  
**The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary?**

Pub Date—Apr 93  
Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Allied Health Occupations, \*Allied Health Personnel, \*Classification, \*Cognitive Processes, Factor Analysis, Higher Education, \*Licensing Examinations (Professions), Multiple Choice Tests, Scores, \*Test Construction, Test Items, Thinking Skills

Identifiers—\*Bloom's Taxonomy, Hierarchical Models, \*Test Specifications

The functioning of a cognitive taxonomy within the test specifications of an allied health certification examination was studied. The taxonomy used was a simplification of the scheme of B. S. Bloom (1956), in which items were classified as comprehension, application, or analysis. Whether items written purposely to assess higher order cognitive processes actually assessed differing levels of cognitive processing was explored. A factor analysis of responses of 627 examinees does not support a cumulative hierarchical model of cognitive complexity. Several cases of model misfit were observed, in which some examinees performed better on the higher level subtest than on the lower level subtest, a finding that is counter to that which would be predicted under a functioning cumulative, hierarchical model. A finding that supported the hypothesis of functioning cognitive levels was that examinees who scored in the upper quartile of the higher level subtest were more likely to pass the examination than were those who scored in the lowest quartile. Overall, results support continued use of a cognitive classification dimension for test specifications. Implications for test specifications development, test construction, item writing, and score

reporting are presented, as are limitations and suggestions for further research. Five tables present study findings. (Author/SLD)

**ED 360 336** TM 020 186

*Johnson, William L. And Others*  
**The School Work Culture Profile: A Factorial Analysis and Strategy.**

Pub Date—Apr 93

Note—30p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Content Validity, Elementary School Teachers, Elementary Secondary Education, Factor Analysis, \*Likert Scales, Middle Schools, Models, Organizational Climate, Pilot Schools, Productivity, \*Profiles, Secondary School Teachers, \*Teacher Attitudes, \*Teaching Conditions, \*Test Construction

Identifiers—School Culture, \*School Work Culture Profile, Statistical Analysis System

School culture has recently emerged as a framework for the study and interpretation of the structure and development of schools. This paper reviews a work culture productivity model and reports the development of a culture instrument. The School Work Culture Profile (SWCP) is a staff perceptions instrument on which school work culture is operationalized with 60 statements pertaining to existing work practices in a school, rated on a 5-point Likert scale. Early versions of the SWCP had been tested in pilot studies, including an investigation of content validity with 17 experts. The sample of subjects ( $n=498$ ) for this study included 169 elementary school teachers, 140 middle school teachers, and 189 high school teachers. The Statistical Analysis System principal components program was used to examine factorial validity. The use of second-order component analysis shows areas of generalization across primary factors. Results indicate that the SWCP will provide a reliable profile of a school's strengths and weaknesses in its work culture. Three tables present study findings, and an appendix contains the statements from the profile. Contains 46 references. (SLD)

**ED 360 337** TM 020 198

*Inderbitzen, David M. Garbin, Calvin P.*  
**An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach.**

Pub Date—Nov 92

Note—13p; Paper presented at the Annual Meeting of the Association for the Advancement of Behavior Therapy (26th, Boston, MA, November 19-22, 1992).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, Comparative Testing, \*Construct Validity, Criterion Referenced Tests, Factor Analysis, Factor Structure, Grade 9, Identification, \*Interpersonal Competence, Junior High Schools, \*Junior High School Students, Multivariate Analysis, Questionnaires, \*Test Reliability

Identifiers—\*Teenage Inventory of Social Skills

In an attempt to determine the subscale structures most useful for identifying adolescents with social skill deficits, this study investigated the factor structure of the Teenage Inventory of Social Skills (TISS) and its relationship to two measures of adolescent social competence. Two measures were completed by 1,142 ninth-grade students (577 males and 565 females) in 7 junior high schools: the TISS and a Sociometric and Friendship Questionnaire. Exploratory and confirmatory factor analyses, internal reliability analyses, and criterion related assessments converged to support a two-subscale structure (a prosocial and an social behavior subscale) of the TISS as well as provide evidence of the questionnaire's construct validity. Three tables present study data. (Author/SLD)

**ED 360 338** TM 020 200

*Frymier, Jack*

**Replication: A New Look at an Old Idea.**

Phi Delta Kappa, Bloomington, Ind.  
Spons Agency—Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.  
Pub Date—Apr 93

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

ing of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Data Collection, Educational Research, Elementary Secondary Education, \*Program Implementation, Research Methodology, Research Problems, \*Research Projects, \*Training

Identifiers—Aggregation (Data), Good Schools Project (Kappa Delta Pi), \*Simultaneous Research Replication, Study of Students at Risk (Phi Delta Kappa)

An approach to research that was conceptualized with the idea of replicating one study in dozens of locations simultaneously is described, focusing on two research projects with simultaneous replication. In 1988 researchers in 85 locations collected data in 276 schools as part of the Phi Delta Kappa Study of Schools At Risk. In 1982, data were collected in 106 schools in 41 communities as part of the Kappa Delta Pi Good Schools Project. In both studies, data were collected with identical instruments and identical procedures, and analyzed site by site in identical ways. The work of the Students At Risk project is summarized to provide an understanding of the methodology. To assure commonality, the project began with preparation of a manual of instructions. Participants met in advance of the study for training and to become familiar with the manual. Data files were analyzed in aggregated and disaggregated form, the disaggregated form being the simultaneous replication. Researchers at each site received all of the data from all of the sites. An attachment presents a section of the manual. Appendix A contains the matrix data sheet, and Appendix B contains instructions for recording information. (SLD)

**ED 360 339** TM 020 205

*Walker, Elaine M.*

**Restructuring Urban Schools in Newark: An Evaluation of the Cluster Schools Program.**

Newark Board of Education, NJ. Office of Planning, Evaluation and Testing.

Pub Date—Oct 92

Note—122p.

Pub Type—Reports—Evaluative (142)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Academic Achievement, \*Administrator Attitudes, College School Cooperation, Decision Making, Educational Change, Elementary Secondary Education, Organizational Change, \*Parent Attitudes, Program Effectiveness, \*Program Evaluation, Questionnaires, School Based Management, School Districts, School Personnel, \*School Restructuring, School Surveys, \*Teacher Attitudes, Urban Schools

Identifiers—\*Cluster Schools, \*Newark School System NJ

The Cluster Schools Program attempted to restructure the governance structure in participating Newark (New Jersey) schools through shared decision making and site-based management. It also sought to foster strong links with other public and private institutions by establishing a collaborative that includes university participants among others. This report presents results of the first evaluation of program impact on the 10 participant schools. The evaluation relied on perceptions, attitudes, and behaviors of major participants. Questionnaires were completed by 4 central office personnel, 21 administrators, 187 teachers, and 274 parents. Highlights of findings are presented in the following areas: (1) the impact of organizational changes on schools; (2) the central office team; (3) endorsement of site-based management; (4) the level of involvement of schools and faculties in major program initiatives; (5) teacher perceptions of the impact of the Cluster Schools Program on bringing about change in the schools; and (6) the impact on student achievement. Highlighted findings underscore the need for the school district to look critically at the restructuring effort. Recommendations emphasize the importance of enhancing impact on the instructional program. Sixteen tables and four figures illustrate the evaluation. Three appendixes list collaborators, contain the study instruments, and give an achievement profile for cluster schools. (SLD)

**ED 360 340** TM 020 206

*Kopaci, Rosemarie Koopmans, Matthijs*

**Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991.**

Newark Board of Education, NJ. Office of Planning, Evaluation and Testing.

Pub Date—Mar 92

Note—127p.

Pub Type—Reports—Evaluative (142)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Adult Literacy, Communication (Thought Transfer), Early Childhood Education, Educational Planning, English, Language Skills, Parent Attitudes, \*Parent Participation, Parent School Relationship, \*Program Evaluation, \*Program Implementation, Program Improvement, \*Public Schools, School Districts, School Surveys, \*Teacher Attitudes

Identifiers—\*Even Start, \*Newark School System NJ

A first stage evaluation of the Even Start Program of the Newark (New Jersey) public schools is presented. Even Start is an early childhood parental involvement program in its third year of implementation. Goals are to involve parents as active partners to help children develop cognitively and affectively, and to improve adult literacy and English fluency skills. Three survey instruments were used to measure parental involvement. A survey of attitudes and practices of parent involvement was completed by 34 participating parents and 132 non-program parents. A survey of teacher attitudes and practices was completed by 11 participating teachers and 11 non-participating teachers. Seventeen project staff completed a survey about project implementation. Findings reflect a common theme of improved collaborations and reciprocal parent/staff decision making. Both staff and parents report a better understanding of children's problems and improved communication. These preliminary findings can serve to guide program improvement efforts and district planning. Study data are presented in 28 tables. Two appendixes contain the assessment measures and the means and standard deviations for the teacher survey responses. (SLD)

**ED 360 341** TM 020 207

*Barrera, Marbella Holst, Patricia*

**District-Wide Testing Results, Technical Report, 1991-92. OPET Report.**

Newark Board of Education, NJ. Office of Planning, Evaluation and Testing.

Pub Date—Aug 92

Note—109p.

Pub Type—Reports—Evaluative (142)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Academic Achievement, \*Achievement Tests, Bilingual Education, Curriculum Evaluation, Elementary Secondary Education, Language Proficiency, Limited English Speaking, Mathematics Achievement, Public Schools, Reading Achievement, School Districts, Scores, Spanish, \*Standardized Tests, State Programs, Student Evaluation, \*Testing Programs, \*Test Results

Identifiers—Bilingual Testing Program NJ, Early Warning Test NJ, Newark School System NJ, \*Newark Uniform Testing Program NJ, \*New Jersey Statewide Testing System, Stanford Achievement Tests

Results from testing programs in the Newark (New Jersey) public schools for 1991-92 are discussed. The system used three testing programs in the school year: (1) the Newark Uniform Testing Program (Stanford Achievement Series, eighth edition); (2) the New Jersey Statewide Testing System; and (3) the Bilingual Testing Program. Results of the Newark Uniform Testing program indicate that students are steadily improving, but remain below grade level, with mathematics the weakest area and reading the strongest. Kindergarten were on grade level in reading and mathematics. The Early Warning Test component of the state testing system indicated that mathematics and writing scores for eighth graders improved overall, but that many students would benefit from remedial services. The High School Proficiency Test component of this program becomes a graduation requirement after one more administration. The district remained below state means on this test. Results from the Bilingual Testing Program indicate that limited English proficiency students had lower scores than did English proficient students and scored below grade level on a Spanish language achievement test. This review simplifies the complex pattern of test results, but is a first step to identifying strengths and weaknesses of the curriculum. Study findings are summarized in 25 tables and 10 figures. An appendix contains an additional seven tables of test results. (SLD)



**ED 360 342** TM 020 208

Weiss, David J. Trombley, Robert J.  
**User's Manual for the Basic Math Mastery Tests.**  
 National Center for Research in Vocational Education, Berkeley, CA.  
 Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.  
 Report No.—MDS-144  
 Pub Date—Dec 92  
 Contract—V051A80004-90A  
 Note—32p.

Available from—National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455.

Pub Type—Guides - Non-Classroom (055)  
**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Computer Assisted Testing, Computer Software, Job Skills, \*Mastery Tests, Mathematics Skills, \*Mathematics Tests, \*Menu Driven Software, Microcomputers, Scoring, Secondary Education, Test Manuals, \*Test Use, \*Vocational Education

Identifiers—\*Basic Math Mastery Tests, User Guides

This user manual introduces and explains the Basic Math Mastery Tests (BMMT), a collection of 10 tests of specific mathematics skills. The tests were designed to assess mastery of specific skills required for successful performance in vocational education or in occupations requiring mathematics skills. All 10 tests are administered and scored by computer. The 10 tests are: (1) addition; (2) subtraction; (3) multiplication; (4) number operations and counting; (5) division; (6) geometry; (7) algebra; (8) fractions; (9) decimals; and (10) number conversions. Directions for administering the tests, scoring them, and producing score reports are included, with illustrations of software menus and screens presented in 18 figures. Appendixes discuss files created and used by the system. (SLD)

**ED 360 343** TM 020 213

Palmer, Pamela And Others  
**Comparison of the Armed Services Vocational Aptitude Battery to the General Aptitude Test Battery. Final Technical Paper for Period January 1987-January 1990.**

Performance Metrics, Inc., San Antonio, TX.  
 Spons Agency—Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.  
 Report No.—AFHRL-TP-90-8  
 Pub Date—May 90  
 Contract—F41689-86-D-002  
 Note—34p.

Pub Type—Reports - Research (143)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Aptitude Tests, Career Guidance, Comparative Testing, Correlation, Factor Analysis, Federal Programs, High Schools, \*High School Students, Males, \*Military Personnel, \*Occupational Tests, Predictive Measurement, \*Testing Programs, Test Use, Whites, Young Adults

Identifiers—\*Armed Services Vocational Aptitude Battery, \*General Aptitude Test Battery

A statistical comparison was made of two test batteries, the Armed Services Vocational Aptitude Battery (ASVAB) and the General Aptitude Test Battery (GATB), using a sample of 406 subjects (98 civilian high school students and 308 military recruit examinees). The sample was predominantly white and male. A first analysis described the sample and its performance on the subtests and composites of the GATB and the Department of Defense Student Testing Program composites of the ASVAB. A second analysis investigated the extent to which the ASVAB can predict GATB subtests and composites, and vice versa. The third analysis was a canonical correlation of the subtests of the two batteries. The fourth analyses consisted of principal components factor analyses of the batteries separately and combined. Results show that the batteries do not overlap enough to be considered equivalent or interchangeable, but that they do share a large amount of variance. Such shared variance is to be expected in batteries that have been developed for occupational selection or guidance. Nineteen tables present analysis results. (Author/SLD)

**ED 360 344** TM 020 214

Lee, William M. And Others  
**Automated Item Banking and Test Development. Final Technical Paper for Period October**

RIE DEC 1993

1987-April 1988.

Occupational Technologies Corp., San Antonio, TX.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.  
 Report No.—AFHRL-TP-88-40

Pub Date—Feb 89

Contract—F41689-87-D-0012

Note—39p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Automation, \*Computer Assisted Testing, \*Item Banks, Item Response Theory, \*Test Construction, Test Items

Projects to develop an automated item banking and test development system have been undertaken on several occasions at the Air Force Human Resources Laboratory (AFHRL) throughout the past 10 years. Such a system permits the construction of tests in far less time and with a higher degree of accuracy than earlier test construction procedures. This paper details Classical Test Theory and Item Response Theory (IRT) approaches to item banking and test construction and their relevance to the development of an automated item banking system. State-of-the-art improvements in the current automated item banking system are proposed which include the capability to generate multiple forms simultaneously and to print new test forms with the same type font, spacing, and format as the reference form. (Author)

**ED 360 345** TM 020 215

Kyllonen, Patrick C. And Others  
**Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical Paper for Period February 1986-February 1987.**

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.  
 Report No.—AFHRL-TP-87-68

Pub Date—Apr 89

Contract—F41689-84-D-0002/58420360; S-744-031-001; S747-049-001

Note—87p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Association Measures, \*Associative Learning, \*Cognitive Processes, \*Encoding (Psychology), Individual Differences, \*Knowledge Level, Military Personnel, Mnemonics, Models, Predictive Measurement, Recall (Psychology), \*Retention (Psychology), Study Habits, Time Management, Training

Identifiers—\*Cognitive Speed

In five experiments with over 2,500 subjects, we examined the hypothesis that cognitive processing variables measuring breadth of declarative knowledge and information processing speed were related to learning outcomes on a paired-associates task. Experiments 1 and 2 compared recall with recognition tests, Experiment 3 assessed the effect of study-block size, Experiment 4 examined the effect of mnemonic strategy, and Experiment 5 tested the effect of mixing study times and presenting words versus nonsense syllable stimuli. Across all experiments, breadth of verbal knowledge was found to be a strong predictor of retention overall, and a strong predictor of increment in retention benefits due to increases in study time. Mnemonic strategy training improved retention but also served to enhance the relationship between knowledge and retention. Memory search speed also predicted retention, but primarily under conditions of high information flow, either as a result of short (5 seconds per pair) study or time-sharing pressure (mixed study-time blocks). High-Knowledge subjects and Fast Memory-Search subjects were also quicker at retrieving the answer, when they knew the answer; but High-Knowledge subjects took longer in retrieving an answer under conditions of uncertainty. Results are discussed in terms of a general model of associative learning in which encoding is viewed as a process of generating links by constructing elaborations of the terms studied. (Fourteen tables and 14 figures are provided. Appendixes discuss producing individual difference curves, and strategy-training group instructions for Experiment 4.) (Author)

**ED 360 346** TM 020 216

Rouse, William B. Johnson, William B.  
**Computational Approaches for Analyzing Tradeoffs between Training and Aiding. Final Technical Paper for Period February-December 1989.**

Search Technology, Inc., Norcross, GA.  
 Spons Agency—Air Force Human Resources Lab., Brooks AFB, TX. Training Systems Div.

Report No.—AFHRL-TP-89-78

Pub Date—May 90

Contract—F33615-86-C-0545

Note—66p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Artificial Intelligence, \*Cost Effectiveness, Decision Making, Evaluation Methods, \*Helping Relationship, Learning, Military Training, Models, \*Predictive Measurement, Problem Solving, Program Design, Research Methodology, \*Training

Identifiers—\*Tradeoffs

A methodological framework is presented for representing tradeoffs among alternative combinations of training and aiding for personnel in complex situations. In general, more highly trained people need less aid, and those with less training need more aid. Balancing training and aiding to accomplish the objectives of the system in a cost effective way is the concern. A wide variety of methods, tools, and models is reviewed. These approaches are evaluated in terms of their advantages and disadvantages when used to analyze training/aiding tradeoffs. The use of the proposed framework and its component methods, tools, and models is illustrated by an analysis of a realistically complex example involving the design of a head-up display for use by truck drivers in long-haul transport. Results demonstrate that the tradeoff issue can be involved in other than an ad hoc manner. Research needed in predictive models, learning processes, and intelligent systems is reviewed. Four tables and nine figures illustrate the discussion. (SLD)

**ED 360 347** TM 020 217

Kaufman, Judith S.  
**Mood and Memory Research: The Need for a More Wholistic Approach.**

Pub Date—Apr 93

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Associative Learning, Attitudes, \*Cognitive Processes, \*Constructivism (Learning), \*Emotional Response, \*Holistic Approach, Interaction, \*Memory, \*Moods, Research Needs, Research Problems, Self Concept

The interaction of emotion and cognition has received experimental attention, but the results have generally been weak and sometimes contradictory. Why this work on mood and memory has faltered is discussed, and a more holistic approach to the study of emotion and cognition is proposed. It is argued that a constructivist approach to memory may be more appropriate than currently used associational theories for exploring the interaction between cognition and emotion. The experimental approach is critiqued as incompatible for the study of emotion, and a constructive and holistic approach is advocated for research in this area. A conceptual framework based on current findings is used to suggest some potential directions for research. The three consistent themes that have emerged from work on mood congruent memory that can provide a starting point for investigation are: (1) the idea that emotion in any form represents a source of information or meaning for the individual; (2) that this meaning may be particularly salient under conditions of uncertainty; and (3) that emotional meaning will also be salient when the self is involved to some degree. (Contains 69 references.) (SLD)

**ED 360 348** TM 020 223

Kirisci, Levent Hsu, Tse-Chi  
**The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA.**

Pub Date—Apr 93

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Simulation, Equations (Mathematics), \*Mathematical Models, \*Matrices, \*Multivariate Analysis, Sample Size, \*Statistical Distributions, \*Transformations (Mathematics)

Identifiers—\*Box Cox Transformations, Nonnormal Distributions, \*Power (Statistics)

Most of the multivariate statistical techniques rely on the assumption of multivariate normality. The

effects of non-normality on multivariate tests are assumed to be negligible when variance-covariance matrices and sample sizes are equal. Therefore, in practice, investigators do not usually attempt to remove non-normality. In this simulation study, the effects of non-normality on skewed multivariate data in terms of power were examined by manipulating the factors such as distribution, sample size, number of variables, and variance-covariance matrix. The number of replications was set to 500, and sample sizes of 10, 15, and 20 were used, with 2 sets of variables, and 2 variance-covariance matrices. The multivariate Box-Cox transformation was applied to remove non-normality. The power of multivariate analysis of variance (MANOVA) was then calculated after the transformation. The results were compared with the power calculated before the multivariate Box-Cox transformation was applied. In conclusion, even when variance-covariance matrices and sample size were equal, small to moderate increases in power were observed. (Author/SLD)

**ED 360 349** TM 020 229  
**Consultation on Evaluation of Youth Development Programs. Report on the Meeting (January 15, 1992).**

Carnegie Council on Adolescent Development, Washington, DC.  
 Pub Date—15 Jan 92  
 Note—77p.

Pub Type—Collected Works - Proceedings (021)  
**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Adolescents, \*Community Programs, Conferences, \*Disadvantaged Youth, Elementary Secondary Education, Evaluation Methods, \*High Risk Students, Models, Philanthropic Foundations, \*Program Evaluation  
 Identifiers—Carnegie Council on Adolescent Development, \*Youth Development Program, Youth Opportunity Program

In 1990, the Carnegie Council on Adolescent Development convened a Task Force to guide the work on a new Project on Youth Development and Community Programs. The major goals of this project are to expand the scope and availability of developmentally appropriate, community-based services for young adolescents, particularly those in high-risk environments. Two of the specific mandates of the project were related to the evaluation of youth programs. On January 15, 1991, a one-day consultation was held to assess the current challenges and successes of youth organizations as they work to evaluate their programs and to make recommendations for strengthening program evaluation efforts. This document contains: (1) a summary of the meeting; (2) a roster of the approximately 20 participants (Appendix A); (3) a summary of their written answers to questions (Appendix B); (4) a summary of the state of program evaluation within 19 selected national youth organizations (Appendix C); (5) summaries of 3 selected articles included in the briefing report preparing participants for the meeting (Appendix D); and (6) a bibliography of 22 sources on evaluation of youth development programs (Appendix E). (SLD)

**ED 360 350** TM 020 230

Ford, J. Kevin. Sego, Douglas  
**Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990.**  
 Michigan State Univ., East Lansing. Dept. of Psychology.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, TX. Training Systems Div.  
 Report No.—AFHRL-TP-90-69

Pub Date—Nov 90

Contract—F41689-86-D-0052

Note—40p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, Concept Formation, \*Educational Assessment, Educational Change, \*Evaluation Methods, Job Skills, \*Job Training, Military Personnel, \*Military Training, Models, \*Needs Assessment, Performance, Relevance (Education), Young Adults  
 Identifiers—\*Training Needs

A critical linkage in training systems is the translation of training evaluation information for reassessing training needs and for making training program changes. This paper presents the development of a conceptual framework for examining the job relevancy and efficiency of training and the linkage for this evaluative information to training needs reassessment. How to integrate job performance in-

formation into the existing training evaluation system for identifying over- and undertrained tasks is also described. The Aerospace Ground Equipment (AGE) (AFS423X5) Technical Training Program is used as a case analysis for this report. Recommendations for future research to identify the content domain of an Airman Basic-in-Residence (ABR) Training program and to integrate performance information into the evaluation system are presented. (Author)

**ED 360 351** TM 020 231

Steuck, Kurt. Fleming, J. L.  
**Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989.**

Air Force Human Resources Lab., Brooks AFB, TX. Training Systems Div.

Report No.—AFHRL-TP-89-79

Pub Date—May 90

Note—20p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classification, \*Cost Effectiveness, \*Evaluation Methods, \*Experiments, Field Tests, Measurement Techniques, Military Training, Research Design, \*Research Methodology  
 Identifiers—\*Intelligent Tutoring Systems, Life Cycle System Management Model

This paper posits a taxonomy for categorizing issues that arise in the evaluation of Intelligent Tutoring Systems (ITSs). The taxonomy has three dimensions: Life Cycle of Evaluation, Research Issues, and Methodological Issues. The Life Cycle dimension has four levels: pre-experimental, laboratory study, field study, and initial operational test and evaluation. The three levels of the Research Issues dimension—functionality, effectiveness, and cost—are subsequently further divided into several sublevels. The Methodological Issues dimension is discussed in the context of each of the Research Issues levels. A recommendation from this work is that ITS evaluation studies should adopt multi-dimensional, multi-method designs. (Author)

**ED 360 352** TM 020 232

**National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief.**

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—IS-90-990

Pub Date—Aug 90

Note—4p. For the larger report, see ED 322 221. Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (\$9, include stock number 065-000-00404-6).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Aspiration, Educational Objectives, Followup Studies, \*Grade 8, High Risk Students, Homework, Junior High Schools, \*Junior High School Students, \*Longitudinal Studies, Mathematics Skills, Minority Group Children, \*National Surveys, Private Schools, \*Profiles, Public Schools, Student Characteristics, Television Viewing  
 Identifiers—\*National Education Longitudinal Study 1988

The National Education Longitudinal Study of 1988 (NELS:88) is the first nationally representative longitudinal sample of eighth-grade students in public and private schools. Data provide measures of student performance and allow for the examination of attitudes and activities of eighth graders as they pass through the education system. Overall, 53 percent had none of the six commonly used risk factors, while 20 percent had two or more. A majority had high educational aspirations, but many were not planning to enter high school programs that would lead them to realize their goals. More than two-thirds reported positive feelings about school. Nineteen percent overall and 30 percent of Hispanic, Black, and American Indian students were not proficient in basic mathematics skills for everyday tasks. Fourteen percent of all eighth graders and about 30 percent of students who usually speak a language other than English were not able to perform basic reading tasks. About 18 percent of the students had repeated at least 1 grade. Typical students reported spending four times as many hours each week watching television as they spent doing homework. NELS:88 data will be used for many years to analyze important issues in American education. Follow-ups began in 1990 and will continue

at 2-year intervals. (SLD)

**ED 360 353** TM 020 237

Fleming, S. P. And Others  
**Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities.**

Pub Date—Apr 93

Note—15p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)—Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Age Differences, Attitude Measures, Cognitive Processes, \*College Students, \*Elementary School Students, \*Factor Structure, Higher Education, \*Individual Development, Intermediate Grades, Junior High Schools, \*Junior High School Students, Metacognition, Questionnaires, Rating Scales, Student Attitudes, Student Development, \*Study Habits, Study Skills  
 Identifiers—\*Self Report Measures, Strategy Choice

Metacognitions about study activities and strategy use were assessed in 166 fifth and sixth graders (54 percent female and 39 percent African American), 108 seventh and eighth graders (55 percent female and 32 percent African American), and 168 college students (60 percent female, 10 percent African American, and 10 percent from other ethnic groups). Via a self-report questionnaire requiring responses on a 5-point scale, participants reported their uses of study strategies, including rote strategies, cognitive strategies, self-regulatory activities while studying, and persistence in academic tasks. Factor analyses yielded no common factor solution to characterize fifth and sixth graders, seventh and eighth graders, and college students. Three-factor solutions for the age groups' reports of study activities indicated a developmental trend for increasing differentiation of lower-level (rote) strategies and higher-level (meaning-based) strategies emerging with such differentiation in the junior high school years. Two tables present study findings. An appendix contains the questionnaire items used to measure metacognitions. (SLD)

**ED 360 354** TM 020 239

Impara, James C.  
**Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results.**

Pub Date—Apr 93

Note—24p. Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

Pub Type—Reports - Research (143)—Speeches/-Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Attitudes, Administrator Responsibility, \*Administrators, \*Competence, \*Educational Assessment, Elementary Secondary Education, \*Job Skills, \*Knowledge Level, National Surveys, Principals, Questionnaires, Sampling, \*Standards, Student Evaluation, Test Use  
 Identifiers—Assessment Literacy, Open Ended Questions, Standard Setting

The American Association of School Administrators, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the National Council on Measurement in Education are cooperating on a project to develop competency standards for educational administrators in the area of student assessment. A national survey of educational administrators was conducted as part of this effort to determine the frequency and importance of student assessment tasks that they perform and their self-perceptions of the level of knowledge and skills they have and need in various assessment areas. In the first stage of the survey, a small number of administrators responded to an open-ended questionnaire to identify assessment-related tasks and the skills and knowledge associated with them. A target sample was chosen from each cooperating organization, and responses were received from almost 1,700 administrators. Different categories of administrators have different assessment responsibilities, but every task was performed at least once by a modest percentage from each organization. Overall, the skills and knowledge needed for these administrators were very similar, in spite of the differing levels of task emphasis. Nine tables present survey results, including rating the skills and knowledge require-

ments by their importance. (SLD)

# ED 360 355 TM 020 248

Ross, John A. Cousins, J. Bradley  
Self-Reports and Observed Behavior Seeking and  
Giving Help to Peers.

Pub Date—Apr 93

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Children, Classroom Observation Techniques, \*Cooperative Learning, Correlation, Foreign Countries, Helping Relationship, \*Help Seeking, High Schools, \*High School Students, Interpersonal Competence, Junior High Schools, \*Junior High School Students, \*Peer Relationship, Predictive Measurement, \*Student Behavior, Test Reliability

Identifiers—Ontario, \*Self Report Measures, Student Surveys

Researchers have used children's self-reports to investigate the conditions under which children seek and give help. Little attention has been given to examining the predictive value of such measures, even though investigators in other domains have found discrepancies between self-reports and observed behavior. Two studies were conducted in which observations of 58 7th- and 8th-grade students and 96 9th- and 10th-grade students in Ontario (Canada), respectively, working in cooperative learning groups were compared with self-reported intentions to ask for and give help to peers. Both studies found that self-reports were poor predictors. The low correlations are attributed to student uncertainty about their competence on the task they were working on when observations were made, rather than to inadequacies of the survey instruments. Four tables present study information. (Author/SLD)

# ED 360 356 TM 020 257

Gray, J. Lee, Ed. Hymel, Glenn M., Ed.  
Successful Schooling for All: A Primer on Outcome-Based Education and Mastery Learning.

Pub Date—92

Note—155p.; Papers previously published in "Outcomes," the quarterly journal of the Network for Outcome-Based Schools.

Available from—Network for Outcome-Based Schools, Johnson City Central Schools, 666 Reynolds Road, Johnson City, NY 13790 (1-9 copies, \$10.95 each; 10 or more copies, \$9 each).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Beliefs, Definitions, \*Educational Change, Educational Objectives, Elementary Secondary Education, \*Mastery Learning, Models, Networks, \*Outcomes of Education, Psychological Studies, \*School Restructuring

Identifiers—High Success Program, Network for Outcome Based Schools, \*Outcome Based Education, Success for All Program

This collection brings together writings on two powerful approaches to education, outcome-based education (OBE) and mastery learning. OBE is about refocusing on the people in the educational system and their success in achieving excellence as learners and teachers. The following papers are included: (1) "Toward a Network Description of Outcome-Based Education" (Board of Directors of the Network for Outcome-Based Schools); (2) "Outcome-Based Schools: A Definition" (Robert E. Blum); (3) "Key Messages from the High Success Program on OBE: Part I" (William G. Spady); (4) "Key Messages from the High Success Program on OBE: Part II" (William G. Spady); (5) "Four Phases in Creating and Managing an Outcome-Based Program" (John R. Champlin); (6) "Outcome-Based Education Operationalized in the Classroom: The Glendale Outcome-Based Instructional Model" (Spence Rogers and the Glendale OBI Team); (7) "A Functional Analysis of Mastery Learning" (Lorin W. Anderson); (8) "Implications of Psychological Research on Mastery Learning" (S. Alan Cohen); (9) "The Contributions of Mastery Learning" (Thomas R. Guskey); (10) "Belief Systems and Mastery Learning" (James H. Block); (11) "Demystifying Mastery Learning" (Robert Burns and Carrie Kojimoto); (12) "Outcome-Based Schools and Mastery Learning: A Desirable Link" (Lorin W. Anderson).

RIE DEC 1993

son); (13) "Outcome-Based Education/Mastery Learning: What Is It? Why Do It? How Do You Do It?" (Carol Barber); and (14) "A Macromodel of Effective, Outcome-Based, Mastery Learning School Variables: An Expanded View" (Glen M. Hymel). (SLD)

# ED 360 357 TM 020 258

McVay, Michael R.  
A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion).

Pub Date—[93]

Note—71p.; Master's Thesis, Fort Hays State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adults, Age Differences, Analysis of Variance, \*College Students, Comparative Testing, \*Extraversion Introversion, Females, Higher Education, Males, Marital Status, \*Personality Measures, Psychological Patterns, Research Design, \*Sex Differences, Social Cognition

Identifiers—\*Minnesota Multiphasic Personality Inventory, \*Myers Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) Extraversion-Introversion scale was compared with the Minnesota Multiphasic Personality Inventory (MMPI) 0 scale (Social Introversion) for 18 male and 66 female adult students in introductory courses in psychology, aged 17 to 83 years. A status survey design was used with a priori and post hoc groupings. Independent variables investigated were age, gender, and marital status. Dependent variables were the MBTI Extraversion-Introversion scale and the MMPI 0 scale scores. An analysis of variance was used to test the null hypotheses. Results suggest the following: (1) age and marital status should be investigated simultaneously when using the MMPI 0 scale scores; (2) an association is found between MBTI extraversion-introversion scores and the MMPI 0 score; (3) no association is found for age and the MBTI scores studied; (4) no association is found for gender and the MBTI scale scores studied; (5) no association is found between gender and MMPI 0 scale; (6) no association is found between marital status and MBTI scores studied; and (7) the two scales of the instruments studied appear to give approximately the same information. An appendix contains the authorization to use the case materials in research, teaching, or publishing. Three tables and one figure present study findings. (Contains 43 references.) (SLD)

# ED 360 358 TM 020 259

Patton, M. J. And Others  
The Supervisory Working Alliance Inventory: A Validity Study.

Pub Date—Aug 92

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Testing, \*Counselor Training, \*Factor Structure, Higher Education, Measures (Individuals), Psychometrics, \*School Counselors, Supervision, \*Supervisors, Test Reliability, Test Use, \*Test Validity, Universities

Identifiers—Eigenvalues, \*Personal Reactions Scale (Revised), Supervisor Supervisee Relationship, \*Supervisory Working Alliance Inventory

The Supervisory Working Alliance Inventory (SWAI) developed by J. F. Efstation, M. J. Patton, and C. M. Kardash (1990) was further evaluated for its psychometric properties and relationships with the Personal Reactions Scale-Revised (PRS-R) developed by E. L. Holloway and B. E. Wampold (1984), the only other measure of the relationship in counselor supervision. The original factor structure of the SWAI was replicated on a sample considerably different from the one reported in the initial study. A sample of 65 supervisors (34 males and 31 females) and 88 trainees (20 males and 68 females) from university staffs returned completed instruments, which were supplemented by data for an additional 30 supervisors and 30 trainees from a university counseling center. Results suggest the suitability of the SWAI for use with participants of differing backgrounds and experiences. Correlations with the PRS-R indicate that the SWAI measures the supervisory relationship over more dimensions than the PRS-R, most notably focusing

on trainees' understanding of clients. Two tables present means, standard deviations, factor loadings, eigenvalues, and variance for the two SWAI versions. (SLD)

# ED 360 359 TM 020 261

Shoemaker, Caryn R.  
Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

Arizona State Dept. of Education, Phoenix.

Pub Date—Jan 92

Note—207p.; For the 1992 report, see TM 020 262.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—College Bound Students, Dropouts, \*Graduation, \*High School Graduates, High Schools, \*Minority Groups, \*Public Schools, \*School Districts, School Holding Power, School Statistics, \*State Surveys, Tables (Data), Trend Analysis

Identifiers—\*Arizona

Four-year graduation rates by high school, district, county, and state were studied for Arizona in 1991, partly to establish a baseline from which to measure the effect of student retention programs. Members of the class of 1991 were identified as those who were first-time ninth graders in the 1987-88 school year. The median graduation rate was 72 percent, ranging from 38 percent to 98 percent (excluding 3 special programs). The state goal of an 80 percent graduation rate by 1992 has already been met or exceeded by 46 high schools, and about 40 percent of the schools have eliminated differences in the graduation rates of minority and non-minority students. The average graduation rate is up 10 percentage points, compared to 1990; and the median rate is up 4 points, although these gains may be due in part to sampling or improved record-keeping. Eight tables in the text allow comparison of graduation rates in different categories. Appendix A contains a ranking of 143 schools by graduation rate, and Appendix B contains tables for the 15 counties. Appendix C presents tables of graduation rates by school and district (147 pages). A sample of the form used for reporting the data is in Appendix D. (SLD)

# ED 360 360 TM 020 262

Shoemaker, Caryn R.  
Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

Arizona State Dept. of Education, Phoenix.

Pub Date—Mar 93

Note—345p.; For the 1991 report, see TM 020 261.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—College Bound Students, Dropouts, Ethnic Groups, \*Graduation, \*High School Graduates, High Schools, \*Minority Groups, \*Public Schools, \*School Districts, School Holding Power, School Statistics, Sex Differences, \*State Surveys, Tables (Data), Trend Analysis

Identifiers—\*Arizona

Four-year graduation rates by high school, district, county, and state were studied for Arizona for 1992. Members of the class of 1992 were identified as those who were first-time ninth graders in the 1988-89 school year. Data was submitted by 156 high schools and special programs for 12th graders, but the reports of 5 districts (21 schools and programs) were eliminated because of unreliable data. The mean 4-year graduation rate was 67 percent, and the median was 70 percent. Rates ranged from 29 percent to 100 percent. The state goal of an 80 percent rate was met by 37 high schools, and almost one-third of the schools achieved the goal of eliminating a gap between minority and non-minority rates. The rate was slightly higher than the corrected rate for 1991, although not higher than the rate originally reported. Overall, mean graduation rates improved for all ethnic groups and both genders. Ten tables and five charts present statewide graduation information. Appendix A ranks the schools by graduation rate, and Appendix B reports graduation rates by county and state. Appendix C contains 172 pages of tables of graduation reports by school and school district. The graduation rate report form and instructions for completing it are in Appendix D. (SLD)

# ED 360 361 TM 020 263

Bethscheider, Janine K.



# Internal-Structure Analysis of Analytical Reasoning Worksheets 244 D and E and Development of Form H. Technical Report 1992-1.

Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.  
Pub Date—Dec 92

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Adults, \*Aptitude Tests, Career Choice, Comparative Testing, Correlation, Difficulty Level, Educational Objectives, \*Item Analysis, \*Test Construction, Test Format, Test Interpretation, Test Items, Test Reliability, \*Thinking Skills

Identifiers—\*Analytical Reasoning Test (Johnson O'Connor), \*Internal Structure Analysis, Johnson O'Connor Aptitude Tests

Standard and experimental forms of the Johnson O'Connor Research Foundations Analytical Reasoning test were administered to 1,496 clients of the Foundation (persons seeking information about aptitude for educational and career decisions). The objectives were to develop a new form of the test and to better understand what makes some items more effective than others. Internal-structure analysis of the 26 new items indicated that all but 3 could be regarded as at least adequate on the basis of their correlation with current standard forms of the test. Thirteen items with the highest item-total correlations or the greatest contribution to overall test reliability were selected for the new test version. The relationships of six item characteristics to item quality and item difficulty were investigated, and these suggest that the clarity of the conceptual features among the words or concepts contributes more to item quality than any of the features studied. Suggestions are made for developing a new alternative form of the Analytical Reasoning test, drawing on the items not included on this revised version. Two tables present study data, and three figures illustrate the discussion. (SLD)

ED 360 362 TM 020 264

Green, Kathy E. Schroeder, David H.  
The Spelling Project. Technical Report 1992-2.  
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.  
Pub Date—Dec 92

Note—68p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Adults, Age Differences, \*Aptitude Tests, Career Choice, Correlation, Educational Objectives, English, Majors (Students), Postsecondary Education, Psychometrics, \*Scores, Sex Differences, \*Spelling, \*Test Construction, Test Reliability, Vocabulary Skills

Identifiers—Johnson O'Connor Aptitude Tests

Results of an analysis of a newly developed spelling test and several related measures are reported. Information about the reliability of a newly developed spelling test; its distribution of scores; its relationship with the standard battery of aptitude tests of the Johnson O'Connor Research Foundation; and its relationships with sex, age, education, college major, and laterality were studied using a sample of clients of the Johnson O'Connor Research Foundation (clients seeking information about aptitudes for career and educational planning). A total of 1,080 adult examinees completed at least part of the spelling measures. Measurement precision appears excellent for the new measure. The strongest relationships for spelling ability were with English vocabulary, reading efficiency, number checking, age, and years of education. Sex differences were found, although there was little indication of relationships with examinee laterality or parental handedness. Correlation with English vocabulary was substantially greater than correlations with other standard battery measures. Although there may be distinct aptitudes or other dispositions that affect spelling ability, spelling itself appears to be a learned skill and not an inherent aptitude. Seventeen tables present study findings, and four figures illustrate score distributions and the age curve for ability. (Contains 88 references.) (SLD)

ED 360 363 TM 020 265

Belyk, Dennis  
Context for Learning: Science, Mathematics, Geography - IAP: Alberta Report.  
Alberta Dept. of Education, Edmonton.  
Report No.—ISBN-0-7732-0799-6  
Pub Date—92  
Note—62p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, Adolescents, Comparative Testing, Cross Cultural Studies, Foreign Countries, \*Geography, International Studies, Junior High Schools, \*Junior High School Students, \*Mathematics Achievement, Standardized Tests, \*Student Characteristics, Test Results  
Identifiers—Alberta, \*International Assessment of Educational Progress, \*Science Achievement  
Information collected as part of the International Assessment of Educational Progress II (IAEP II) about learning in Alberta (Canada) is provided, including information on the educational and cultural factors associated with student achievement and information on student attitudes, backgrounds, and experiences. Results for all participating countries (20 in science and mathematics and 9 in geography) have been distributed. This report indicates what 13-year-olds in Alberta have been able to achieve in science, mathematics, and geography. In Alberta, 119 randomly selected schools participated. Alberta students (n=1,459) did very well in science, scoring in the top one-third in all comparisons. The mathematics achievement of the 1,422 students was not as high, ranking in the middle third both nationally and internationally. Those who took the geography test, a brief assessment, scored in the top third in all comparisons. Results for participating countries are summarized for comparisons with Alberta and other Canadian provinces. Results and score distributions are presented in 27 tables. Appendix 1 gives an overall summary of test administration, and Appendix 2 describes quality control procedures. (SLD)

ED 360 364 TM 020 266

Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics.

New Orleans Public Schools, Louisiana. Dept. of Educational Accountability.  
Pub Date—Jan 93

Note—119p.

Pub Type—Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, \*Achievement Tests, Attendance, Compensatory Education, Economically Disadvantaged, Educationally Disadvantaged, Educational Policy, Elementary Education, \*Norm Referenced Tests, Public Schools, \*School Districts, Scores, Socioeconomic Status, \*Standardized Tests, \*Student Characteristics, \*Test Results

Identifiers—California Achievement Tests, Education Consolidation Improvement Act Chapter 1, \*New Orleans Public Schools LA

The California Achievement Test (CAT) has been administered in Orleans Parish (Louisiana) annually each spring to gauge performance of New Orleans Public Schools students since 1989. In 1992, the CAT was given to students in kindergarten and grades 3, 5, and 8. With few exceptions, median percentiles for New Orleans students were below the 40th percentile, although dividing students into low-risk and high-risk groups gives a clearer picture of what the schools accomplish. Test results must be related to major student factors such as retention, Chapter 1 participation, absenteeism, suspensions, expulsions, free lunch status, welfare, etc., to gain a more meaningful understanding of true achievement. Retention does not seem to have any beneficial effect on students retained at the first grade level. The long-term benefits of Chapter 1 and pre-kindergarten experiences are questionable and merit further study. Absenteeism is a serious problem in the New Orleans schools, and it, along with instructional variables, must be examined for its relationship to test results. The tendency to associate low socioeconomic status automatically with poor scores must be reexamined to avoid stereotyping these students. The school district must begin to develop a student database management system to improve further research. Sixteen tables present test results, and nine figures make comparisons possible. Six appendices provide additional details about test results. (SLD)

ED 360 365 TM 020 267

Shoemaker, Caryn R.  
Graduate Activity Survey: Class of 1991 One Year after Graduation.  
Arizona State Dept. of Education, Phoenix.  
Pub Date—Oct 92

Note—43p; For the 1989 report, see TM 020 268.  
Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, American Indians, Armed Forces, Asian Americans, \*College Bound Students, Educational Experience, \*Employment Experience, \*Graduate Surveys, Higher Education, \*High School Graduates, High Schools, Mail Surveys, Minority Groups, \*Non-college Bound Students, Public Schools, Response Rates (Questionnaires), Sex Differences, \*State Surveys

Identifiers—\*Arizona

This survey determined the proportion of Arizona high school graduates who continued their educations, became employed, enlisted in the military, or chose another alternative. Surveys mailed to 5,288 graduates of Arizona public schools were completed and returned by 1,347. Female and white students were more likely to respond. At graduation, 86 percent of the respondents planned to continue their educations, 55 percent to be employed, 5 percent to enlist in the military, and 5 percent to become a homemaker or a volunteer. Eighty-two percent of the respondents enrolled in some form of postsecondary education after graduation in 1991, and 77 percent expected to be enrolled in 1992. Asians were most likely to have enrolled (97 percent) and American Indians were least likely to enroll (58 percent). Half had been gainfully employed more than 6 months of the year since graduation, and 83 percent of those continuing in school were also working. Respondents were basically satisfied with their high school experiences as preparation, with very good or satisfactory ratings given by 85 percent. In spite of these generally favorable ratings, most of the respondents' voluntary comments expressed frustration and disillusionment. Comparisons with the class of 1989 indicate that 1991 graduates face a more hostile world, or were less well prepared, since both employment and enrollment in postsecondary education declined over the 2 years. Twenty tables present responses and findings. Five appendices discuss survey methodology and responses and include survey instruments. (SLD)

ED 360 366 TM 020 268

Shoemaker, Caryn R.  
High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation.

Arizona State Dept. of Education, Phoenix.  
Pub Date—Dec 91

Note—35p; For the 1991 report, see TM 020 267.  
Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, Armed Forces, \*College Bound Students, Educational Experience, \*Employment Experience, \*Graduate Surveys, Higher Education, \*High School Graduates, High Schools, Mail Surveys, Minority Groups, \*Noncollege Bound Students, Public Schools, Response Rates (Questionnaires), Sex Differences, \*State Surveys

Identifiers—\*Arizona

This survey determined the proportion of Arizona high school 1989 graduates who continued their educations, became employed, enlisted in the military, or chose another alternative. Of the 5,000 graduates originally selected, 1,380 graduates from 64 high schools responded to a mailed survey. Females, whites, and students with a high grade point average were more likely to respond. At graduation, 84 percent of the respondents planned to continue their educations, and 86 percent enrolled in some form of postsecondary education. At 2 years after graduation, 71 percent were still enrolled. Twenty-three percent intended to become employed, and three-fourths actually were employed in paid positions at 2 years. Of those who were employed, 32 percent were in full-time positions. While 4 percent planned to enlist in the military, 5 percent were actually enlisted. Respondents were basically satisfied with their high school experiences with regard to preparing them for the future, with 87 percent rating their experiences as very good or satisfactory. Two charts summarize activities after graduation and the distribution of grade point averages. Sixteen tables present survey responses and findings. (SLD)

ED 360 367 TM 020 271

Hamblen, Ronald K.  
The Rise and Fall of Criterion-Referenced Measurement?

Pub Date—Apr 93

Note—16p; Paper presented at the Annual Meetings of the American Educational Research Association (Atlanta, GA, April 12-16, 1993) and the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).

Pub Type—Information Analyses (070) — Reports — Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Content Validity, \*Criterion Referenced Tests, Decision Making, Diagnostic Tests, Educational Assessment, Educational History, Educational Trends, Elementary Secondary Education, \*Evaluation Methods, Literature Reviews, \*Measurement Techniques, \*Research Methodology, Scholarly Journals, Student Evaluation, \*Teacher Education, \*Test Construction, Test Items

Identifiers—\*Performance Based Evaluation, Standard Setting, Test Specifications

A review of educational measurement journals indicates that the decade of the 1970s and up until about 1984 was the time when substantial numbers of studies dealt with criterion-referenced measurement, and the era in which criterion-referenced measurement advances were made. Although there appears to be less interest in publications today, a number of measurement advances can be traced directly to the conceptual paper of R. Glaser (1963) on the topic of criterion-referenced measurement. The following six areas are highlighted: (1) clarification in specifying performance outcomes; (2) improvements in item writing and increased emphasis on content validity; (3) new approaches to reliability and validity methods and proficiency estimation; (4) new and improved standard-setting methods; (5) increased emphasis on diagnosis, decision-making, and criterion-referenced interpretations; and (6) improved training of teachers in the area of assessment. Although less research is apparent in measurement journals, it is evident that the concept lives in the wealth of tests and measurement textbooks used today. Two figures illustrate the discussion (Contains 15 references.) (SLD)

**ED 360 368**

TM 020 272

Carlson, James E.

**Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items.**

Educational Testing Service, Princeton, N.J.

Pub Date—Apr 93

Note—18p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Simulation, Correlation, Elementary Secondary Education, Factor Analysis, \*Mathematics Tests, Maximum Likelihood Statistics, Models, National Programs, \*Reading Tests, Sample Size, \*Scoring, Student Evaluation, Testing Programs, \*Test Items

Identifiers—Dichotomous Scoring, \*Dimensionality (Tests), LISREL Computer Program, \*National Assessment of Educational Progress, Polytomous Scoring, Residuals (Statistics)

In this article some results are presented relating to the dimensionality of instruments containing polytomously scored as well as dichotomously scored items, concentrating on the 1992 National Assessment of Educational Progress' (NAEP) mathematics and reading assessment data and several simulated datasets. The maximum likelihood factor analytic procedure of the LISREL 7 computer program was used. Results were evaluated through use of residuals from the fitted model. The square root of the mean squared residual was the statistic used. Overall sample sizes for mathematics were 1,125, 1,173, and 1,064 for grades 4, 8, and 12, respectively. For reading, the sizes were 1,169, 1,271, and 1,139 for each grade, respectively. Results suggest that the dimensionality of data structures in the NAEP assessment is generally not affected by the inclusion of polytomously scored items, but the data structures cannot be generalized to other situations. One reason is the size of the correlations among the scales of the NAEP, and another is the small number of conditions simulated in this study. In addition, the number of polytomously scored items was limited in the 1992 assessment. Eight tables present analysis results, and four figures illustrate the square roots of the mean squared residuals (Contains 32 references.) (SLD)

**ED 360 369**

TM 020 273

Johnson, William L. And Others

**Developing an Administrative Assessment Instrument.**

Pub Date—18 May 93

Note—22p.

Pub Type—Reports — Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administrator Evaluation, Content Validity, \*Continuing Education, Educational Cooperation, Educational Planning, Elementary Secondary Education, Factor Analysis, \*Likert Scales, \*Needs Assessment, Principals, Problem Solving, Questionnaires, School Administration, Staff Development, \*Test Construction, Test Reliability

Identifiers—\*Discrepancy Measure

The development of a needs instrument designed to assess the continuing education needs of school administrators is described. The instrument was constructed to assess the administrators' continuing needs in: (1) principalship; (2) the school as a system; (3) problem solving; (4) staff development; (5) collaborative long-range planning; (6) short-term planning; and (7) personal awareness. Thirty-eight questions for the assessment were written using a standard domain sampling model, and the revised questions were made into a questionnaire using a Likert discrepancy model. Respondents rated statements on a five-point scale of perception of the degree to which the situation actually exists and perception of the extent to which it is desired to exist. The discrepancy between the two scale values is referred to as the need index. Content validity was established through factor analysis with a sample of 191 school administrators. Reliability measures indicate that the instrument can be used for group assessment. Items for the survey are listed, and two tables present the varimax rotated factor matrix for the two instrument columns (Contains 34 references.) (SLD)

**ED 360 370**

TM 020 274

Ferrell, Charlotte M. Ferguson, William F.

**Assessing Graduate Education Students' Propensity toward Academic Misconduct.**

Pub Date—Apr 93

Note—34p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Behavior Problems, \*Cheating, Doctoral Degrees, \*Education Majors, Elementary School Teachers, \*Ethics, Factor Analysis, \*Graduate Students, Higher Education, \*Integrity, Masters Degrees, \*Moral Values, Secondary School Teachers, Student Attitudes, \*Teacher Responsibility

Identifiers—\*Academic Misconduct, Academic Misconduct Survey

Researchers have often noted the desirability of investigating the incidence of academic misconduct of college students who will be in employment fields requiring a high level of competence and/or a high level of personal integrity, such as elementary school and secondary school teachers. The Academic Misconduct Survey (AMS) developed by Charlotte M. Ferrell (1992) was studied as a way of distinguishing groups of graduate education students relative to their propensity for various forms of misconduct (including cheating on tests and assignments, use of illegal resources, quasi-misconduct, subtle manipulation, and bold manipulation). Forty-one graduate students in master's and doctoral degree programs at a southern university completed the instrument. Separate principal components Q-technique factor analytic procedures were conducted with data from master's (n=20) and doctoral (n=21) cohorts. These analyses indicate that subjects' responses to the AMS items serve as an effective means of distinguishing clusters of individuals relative to the academic misconduct constructs measured by the instrument. Person factors that emerged share many of the same characteristics. Findings confirm those of Ferrell (1992) using a different data collection technique and item stem. Appendix A lists the factors and Appendix B is the data sheet. Five tables present study findings. (Contains 50 references.) (SLD)

**ED 360 371**

TM 020 275

Ingels, Steven J. Scott, Leslie A.

**Exclusion of Students with Barriers to Participa-**

**tion in NELS:88-Baseline Excluded Students Two and Four Years Later.**

National Opinion Research Center, Chicago, Ill. Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Pub Date—Apr 93

Contract—300-86-0010;

RS8800-30001;

RS90005001

Note—19p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attendance, \*Data Collection, Eligibility, \*Followup Studies, Grade 8, Junior High Schools, Junior High School Students, Limited English Speaking, \*Longitudinal Studies, National Surveys, Research Methodology, \*Research Problems, Sample Size, \*Sampling, \*Test Bias

Identifiers—\*National Education Longitudinal Study 1988

Sample undercoverage issues in the National Education Longitudinal Study of 1988 (NELS:88) are addressed. The main focus is the exclusion of certain categories of student in the base year, 1988, and in in-school follow-up rounds. A subsidiary focus is the question of how adequately transfer students were captured within the sampling procedures of the study. Recommendations are offered for how better to deal with undercoverage issues in future school-based longitudinal studies. The six ways in which a student might not have been selected were: (1) refusal by the school to participate; (2) ineligibility of the school; (3) ineligibility of the student, for language, disability, behavioral problems, or lack of English; (4) absence from the school due to study elsewhere; (5) temporary unavailability due to illness or transition; (6) clerical error; and (7) inadequate sampling frame that omitted a school. The exclusion of students is referred to as a problem, but including everyone would have been more of a problem. Ways to increase the rate of meaningful participation in the future are discussed. The experience of NELS:88 suggests that more students have been excluded than is justified. Two tables provide study data. (Contains 28 references.) (SLD)

**ED 360 372**

TM 020 276

Rathunde, Kevin

**Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research.**

Pub Date—Apr 93

Note—10p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Affective Behavior, \*Data Collection, \*Educational Research, Elementary Secondary Education, \*Learning, \*Measurement Techniques, \*Research Methodology, Student Experience, \*Student Motivation

Identifiers—\*Experience Sampling Method, Self Report Measures

An often ignored aspect of the study of motivation is the experience of motivation, how it feels to learn. Researchers and practitioners have been clear about the importance of subjective experience to motivation, but have paid little attention to measuring the experience of motivation, possibly because it is so hard to measure. The Experience Sampling Method (ESM) developed by M. Csikszentmihalyi, R. Larsen, and S. Prescott (1977) is suggested as a way to study the experience of motivation. The ESM uses electronic pagers to signal participants in a study to prompt them to fill out a self-report form about the quality of their experience at that moment. Among the advantages of the ESM is that it gathers information about behavior at the same time as it gathers information about the inward stream of experience. It is still, however, a reconstruction of experience, because the pager interrupts the very stream of experience one is hoping to measure. Despite its shortcomings, it is still one of the few methods that can disclose the ongoing experiences of students in natural school settings. Some research applications for the ESM are outlined. (SLD)

**ED 360 373**

TM 020 277

Rathunde, Kevin

**The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultiva-**

## ing Undivided Attention.

Pub Date—Apr 93

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, \*Adolescent Development, Adolescents, After School Programs, \*Attention, \*Extracurricular Activities, High Schools, \*High School Students, Longitudinal Studies, Public Schools, Research Methodology, Student Experience, Student Interests, \*Student Motivation

## Identifiers—\*Experience Sampling Method

Activities that engaged the full attention of adolescents at school were explored using the Experience Sampling Method, in which subjects were interrupted by a pager to record their experience at the moment the pager signaled. Two variables indicating optimal subjective experience and undivided attention were operationalized: interest and flow experience. The data were from a longitudinal study of 200 teenagers talented in mathematics, science, music, athletics, and/or arts. Results show that extracurriculars are the most likely school activities to engage teenagers fully; they combined feelings of spontaneous involvement with a focus on important goals, and perceptions of high skill with correspondingly high challenges. In contrast, the two most common school activities—productive work and socializing—disjoined and polarized these important dimensions of experience. Findings are discussed in terms of the important role extracurricular activities may play in cultivating habits of undivided attention in adolescents, and the current trend in public education to eliminate such after-school programs. One table and two figures illustrate the study findings. (SLD)

ED 360 374

TM 020 278

Walsh, Lisa D. Semh, George

## Assessing Peer-Tutoring in the Classroom: A Comparison of Obtrusive and Unobtrusive Measures.

Pub Date—Apr 93

Note—73p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).  
 Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

## EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Classroom Observation Techniques, College Students, Comparative Testing, Feedback, Higher Education, Knowledge Level, \*Measurement Techniques, \*Observation, \*Peer Teaching, Training, \*Tutoring

## Identifiers—Obtrusive Measures, Self Report Measures, \*Unobtrusive Measures

This study compared obtrusive observers and self-reports to a criterion, unobtrusive observers, to assess how accurately they measured tutor performance. Unobtrusive observers were used as a criterion for comparison because it was assumed that their measures were free of biases. Participants were 55 college-level peer tutors. Course sections were randomly assigned to one of four groups: (1) obtrusive observer and self-reports; (2) self-reports only; (3) obtrusive observer only; and (4) control (no obtrusive observer and no self-reports). All groups contained an unobtrusive observer. Tutors received training in tutoring skills and used those skills in a Personalized System of Instruction classroom to provide feedback to students. Tutors' skills were assessed before and after training. Obtrusive observers accurately assessed tutor performance, but self-reports were only accurate after training occurred. The self-report only group showed the least improvement on a test of written skills. No condition affected the amount of knowledge of course material. Six tables and six figures present study findings. Five appendices contain the instruments used in the study. (Author)

ED 360 375

TM 020 280

Legum, Stanley And Others

## The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations.

Westat, Inc., Rockville, MD.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.  
 Report No.—NCES-93-423

Pub Date—Apr 93

Note—580p.

Pub Type—Numerical/Quantitative Data (110)—

Reports—Descriptive (141)

## EDRS Price - MF03/PC24 Plus Postage.

Descriptors—\*Academic Records, Comparative Analysis, \*Core Curriculum, \*Course Selection (Students), Graduate Surveys, \*High School Graduates, High Schools, National Surveys, Required Courses, \*Research Methodology, \*Statistical Data, Tables (Data)

Identifiers—High School and Beyond (NCES), High School Transcript Study 1987, High School Transcript Study 1990

The 1990 High School Transcript Study (HSTS) collected 21,607 transcripts from 330 schools. Similar studies were conducted of high school course taking patterns in 1987 (the 1987 High School Transcript Study of approximately 22,700 transcripts) and in 1982 (approximately 12,000 transcripts from the High School and Beyond Study). The introductory section of this report contains highlights of the results, descriptions of all three studies, an introduction to the tables of data, a discussion of the significance of differences reported in the tables, and the comparability of samples. Seventy-nine data tables document significant, across-the-board increases in the percentage of graduates taking core curriculum degree programs since 1987. The percentage of graduates taking at least a minimal academic program rose from 13.4 percent in 1982 to 28.6 percent in 1987 and 39.9 percent in 1990. The percentage of graduates taking the core curriculum rose from 1.9 percent in 1982 to 12.0 percent in 1987 and 17.3 percent in 1990. Appendix A provides the 79 data tables. Appendix B lists codes for within subject categories. (SLD)

ED 360 376

TM 020 368

Christensen, James E. Ed. Fisher, James E. Ed.

## International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Educological Perspective, 1987-1991.

Educology Research Associates, Sydney (Australia).

Report No.—ISSN-0818-0563

Pub Date—91

Note—919p.; A complete run of the journal from its inception through volume 5, number 1, a total of nine issues.

Journal Cit—International Journal of Educology; v1-5 1987-1991

Pub Type—Collected Works—Serials (022)

## EDRS Price - MF06/PC37 Plus Postage.

Descriptors—\*Curriculum Development, Economic Factors, Editorials, Educational History, Educational Philosophy, Educational Practices, \*Educational Research, Educational Theories, Elementary Secondary Education, Foreign Countries, Higher Education, Political Influences, Scholarly Journals, \*Teacher Education, \*Teaching Methods, \*Test Use

Identifiers—Australia, \*Educological Research, \*Educology

The "International Journal of Educology" publishes works that examine the educational process from an educological perspective. The term educology means knowledge about education and has been in use since the seminal work in educology by L. W. Harding in the 1950s. The educological perspective is inclusive of scientific, praxiological, historical, and philosophical discourse about the educational process. Volume 1, Number 1 includes four articles considering theory and structure in education and educology in relation to curriculum models, the information society, and handicapped students. Volume 1, Number 2 covers historical and economic aspects of educology in five articles. Volume 2, Number 1 presents an editorial and six articles that relate educology to politics, society, economic conditions in Australia, culture, teaching, and science concepts. Volume 2, Number 2 contains an editorial and five articles focused on educology in relation to socio-cultural factors, democracy, effective schools, and testing and student attitudes about test formats. Volume 3, Number 1 contains an editorial and five articles discussing teacher education, staff development, teaching methods, and curriculum analysis. A guest editorial and eight articles in Volume 3, Number 2 focus on various issues related to educology, a national curriculum, and school-based management. In Volume 4, Number 1, an editorial and five articles consider curriculum and policy issues. Volume 4, Number 2 contains an editorial and eight articles focusing on teacher education. Volume 5, Number 1 contains an editorial

and eight articles discussing such aspects of educology, as an educological model for developing countries, an educology for science, a philosophical educology, and an educology of poverty. (SLD)

ED 360 377

TM 020 381

Gerald, Debra E. Hussar, William J.

## School Enrollment Expected to Surpass Historic

All-Time High. Issue Brief.

National Center for Education Statistics (ED),

Washington, DC.

Report No.—NCES-93-459

Pub Date—Jun 93

Note—3p.; All data are from "Projections of Education

Statistics to 2003" (see ED 354 256).

Pub Type—Numerical/Quantitative Data (110)—

Reports—Descriptive (141)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Census Figures, Comparative Analysis, Decision Making, \*Educational Demand, Educational Planning, Educational Supply, Elementary Secondary Education, \*Enrollment Projections, Enrollment Trends, Futures (of Society), \*National Surveys, \*Population Trends, \*School Statistics, Trend Analysis

Identifiers—\*Census 1990

Future trends in enrollment projections are useful to school planners who are involved in making decisions about long-term requirements for school facilities and teachers. The 5- to 17-year-old population is expected to increase by 13 percent over the projection period to 2003. During the projection period, total enrollment is expected in 1996 to surpass the level of 1971 (the previous peak), which is 2 years earlier than the previous projection. Enrollment in kindergarten through grade 8 reached its low in 1984 and has risen since, while enrollment in grades 9 through 12 did not reach a low until 1990. Enrollment in high schools is projected to increase by 22 percent. Trends are likely to differ by region and state. The present projections, the first ones based on 1990 Census figures, are higher than those previously presented. Three tables present enrollment projections and a comparison with past projections. (SLD)

ED 360 378

TM 020 382

Choy, Susan P. And Others

## Schools and Staffing in the United States: A

Statistical Profile, 1990-91.

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISSN-0-16-041838-0; NCES-93-146

Pub Date—Jul 93

Note—218p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110)—

Reports—Descriptive (141)

## EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Elementary Secondary Education, Followup Studies, Graphs, Minority Groups, \*National Surveys, Principals, \*Private Schools, Profiles, \*Public Schools, School Districts, \*School Statistics, School Surveys, Tables (Data), Teacher Characteristics, \*Teacher Supply and Demand, Urban Schools

Identifiers—\*Schools and Staffing Survey (NCES)

The National Center for Education Statistics (NCES) has recently released the 1990-91 Schools and Staffing Survey (SASS), an integrated survey of public and private schools, school districts, principals, and teachers, conducted every 3 years. This report presents results from the recent SASS. In 1990-91, there were about 80,000 public schools and about 25,000 private schools in the United States, enrolling about 44.8 million students, almost 40.1 million in public schools and 4.7 million in private schools. Seventy-five percent of central city public schools had enrollments that were 20 percent or more minority. In 1990-91, there were 2.9 million teachers in the elementary schools and secondary schools, more than 2.5 million teachers of whom were in public schools. Seventy-three percent of teachers were female and 87 percent were white. Forty-nine percent of all schools had no minority teachers, and 46 percent of all teachers had a degree higher than a Bachelor's of Arts. In the study period, both public and private schools filled almost all of their approved positions, and 10 percent of public schools and 16 percent of private schools provided teacher retraining to fill fields with anticipated shortages. Information about teacher attitudes is also presented. Sixty-seven tables and 39 figures



present survey data. Appendix A contains 27 additional tables by school typology. Appendix B contains the standard errors for selected tables. Appendix C presents technical notes. (SLD)

**ED 360 379** TM 020 383

*Arnold, Carolyn L. And Others*

**Selected Tables on Teacher Supply and Demand:**

**1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey.** E.D. TABS.

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-041832-1; NCES-93-141

Pub Date—Jun 93

Note—98p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Beginning Teachers, \*Elementary School Teachers, Elementary Secondary Education, Employment Patterns, Followup Studies, \*National Surveys, Needs Assessment, Private Schools, Public Schools, \*School Statistics, School Surveys, \*Secondary School Teachers, Tables (Data), Teacher Persistence, Teacher Recruitment, \*Teacher Supply and Demand

Identifiers—\*Schools and Staffing Survey (NCES), \*Teacher Followup Survey (NCES)

The 1987-88 Schools and Staffing Survey (SASS) and the 1988-89 Teacher Followup Survey contain data that can be used to examine issues related to the need for teachers, sources of teacher supply, teacher turnover, teacher attrition, and teacher shortages. This report describes patterns in the sources of supply and the demand for teachers in terms of indicators of shortage and surplus. All but two tables include national estimates for all teachers and for public and private school teachers separately. In 1987-88, approximately 2.6 million teachers were employed in the nation's schools, 2.3 million of them in public schools. In 1987-88, about 63,000 teachers were newly hired, and most were just out of college. In 1987-88, approximately 11 percent of open teaching positions were not filled. Reasons why teachers left the workforce were also studied. Seventeen tables present survey findings. Appendix A presents 17 tables of standard errors, and Appendix B contains technical notes. (SLD)

**ED 360 380** TM 020 384

*Kaufman, Steven. Huang, Hertz*

**Schools and Staffing Survey, 1990-91: Sample Design and Estimation.** Technical Report.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-93-449

Pub Date—Jul 93

Note—137p.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Administrator Characteristics, Data Collection, Elementary School Teachers, Elementary Secondary Education, \*Estimation (Mathematics), \*National Surveys, Private Schools, Public Schools, Research Design, \*Research Methodology, Sample Size, \*Sampling, School Statistics, \*School Surveys, Secondary School Teachers, Teacher Characteristics, Teacher Supply and Demand

Identifiers—Common Core of Data Program, \*Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) represents the union of three surveys by the National Center for Education Statistics (NCES), the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. The SASS measures critical aspects of teaching supply and demand, the composition of the teacher and administrator workforce, and the status of teaching and schooling in general. The merger of the studies produces one database. SASS is designed to provide estimates to meet its analytical goals: (1) national estimates for public and private schools; (2) state estimates for public schools; (3) state/elementary, state/secondary, and national combined public school estimates; (4) detailed association estimates and grade school estimates for private schools; (5) estimates of change from 1988 to 1991 in school level characteristics; and (6) national estimates for schools with greater than 25% American Indian enrollment. This report describes the procedures used

in the following areas: (1) school and teacher sample stratum allocation; (2) overlapping 1988 and 1991 SASS samples; (3) public school sample design; (4) local education agency sample design; (5) private school sample design; (6) teacher sample design (including within school teacher allocation); (7) weighting; (8) imputation; (9) variance estimation techniques; and (10) frame evaluation. Changes in the study design since the inception of the study in 1987-88 are reviewed. Twenty figures and 24 tables illustrate the study design and changes. Four appendices describe the Common Core of Data; and explain sample reallocation, school overlap, and the effect of a population correction. (SLD)

**ED 360 381** TM 020 385

*Zhang, Chi*

**The Determination of Statistical Sophistication of Research in Vocational Education.**

Pub Date—Apr 93

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Educational Research, Educational Trends, Elementary Secondary Education, Higher Education, \*Research Methodology, Research Problems, Research Reports, \*Scholarly Journals, \*Statistical Analysis, \*Vocational Education

The status of statistical sophistication in research on vocational education in the 1980s and changes in the degree of sophistication were studied. Analyses were made of 118 quantitative research articles published in 4 vocational education research journals (28 articles in the "Journal of Vocational Education Research," 50 articles in the "Journal of Agricultural Education," 26 articles in the "Journal of Industrial Teacher Education," and 14 articles in the "Journal of Vocational Home Economics Education"). It was found that the statistical sophistication level of the majority of research in the 1980s was less than advanced. The statistical sophistication of research was related to both the problem area studied and the methodological strategy used. No changes were found in the use of statistical techniques and in the statistical sophistication of research from the early to the late 1980s. Seven tables summarize study findings. (SLD)

**ED 360 382** TM 020 386

*Wierzbicki, Michael*

**Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys.**

Pub Date—92

Note—19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (64th, Chicago, IL, 1992).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Activities, Adults, Affective Behavior, Age Differences, Children, Classification, Correlation, \*Depression (Psychology), Elementary Education, \*Elementary School Students, Models, \*Moods, \*Reinforcement, Sex Differences, \*Student Attitudes, \*Test Construction, Theories

Identifiers—Pleasant Activities Survey, Schema Theory, Unpleasant Activities Survey

P. M. Lewinsohn has theorized that depression is related to the amount of positive reinforcement that an individual receives. Lewinsohn has supported this model in adults by showing that depression is correlated with an increase in unpleasant activities and a decrease in pleasant activities. This study extended Lewinsohn's model by developing measures of children's mood-related activities. Subjects were children (166 boys and 156 girls), ranging in age from 8 to 12 years, who were enrolled in the public school system of a mid-sized midwestern city. Children identified, in 15-minute classroom sessions, 3 pleasant and 3 unpleasant activities. The types of activities reported differed across both age and sex. Common responses were included in the Pleasant Activities Survey and the Unpleasant Activities Survey. Several studies examined the relationship between children's activities and depression to test the generalization to children of Lewinsohn's reinforcement theory of depression. The study shows that children's mood-related activities can be reliably classified using a schema adapted for children from one originally used to classify adults' activities.

One table and one figure illustrate the discussion. (Author/SLD)

**ED 360 383** TM 020 387

*Valdes, Luis A. Phelps, Randy E.*

**Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children.**

Pub Date—Aug 92

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, Attention Deficit Disorders, \*Behavior Disorders, Behavior Patterns, \*Children, Classification, Comparative Testing, Depression (Psychology), \*Diagnostic Tests, Elementary Education, Elementary School Students, Hyperactivity, Males, \*Mental Disorders, \*Patients, Personality Problems

Identifiers—\*Child Behavior Checklist, \*Diagnostic Statistical Manual of Mental Disorders, Disruptive Behavior

Psychopathology in outpatient children was explored using two classification systems. Clinically derived Diagnostic and Statistical Manual of Mental Disorders (Third Edition, Revised) (DSM-III-R) diagnoses in three high frequency diagnostic groups were compared to empirically derived Child Behavior Checklist (CBCL) scores for an overall sample of 161 males and females and a subsample of 59 boys aged 6 to 11 years. Diagnostic groups included depressive disorders, conduct disorders, and attention deficit disorders. A fourth group, which was comprised of translated DSM-III-R Disruptive Behavior Disorders, was also analyzed. DSM diagnoses and the CBCL broad-band externalizing dimension converged among male and female clinic referred children, ages 4 to 16 years. Diagnoses and hyperactivity narrow-band scale converged among the 6- to 11-year-old male subsample. Reasons for the lack of convergence on other dimensions are discussed. Results suggest increased difficulties in classifying outpatient versus inpatient children. Implications for the classification of outpatient versus inpatient children are discussed. Support for the DSM-III-R Disruptive Behavior Disorders category is provided. (Author/SLD)

**ED 360 384** TM 020 388

*Sonnenblick, Renee. Schwarz, J. Conrad*

**The Development of the Post-Divorce Parental Conflict Scale.**

Pub Date—Aug 92

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Students, \*Conflict, \*Construct Validity, Correlation, \*Divorce, Factor Analysis, Family Problems, Females, Higher Education, \*Hostility, Males, Parent Child Relationship, Rating Scales, \*Test Construction, Test Reliability

Identifiers—Alpha Coefficient, \*Post Divorce Parental Conflict Scale

One difficulty in studying the long-term impact of divorce on children has been the lack of a reliable and valid measure of parental conflict for divorced parents. Items for a post-divorce conflict scale were written and tested using 32 male and 63 female college students from divorced families for Study 1 and 60 male and 75 female students from divorced families in Study 2. Using rational, factor analytic, and internal consistency methods, three subscales—Verbal, Physical, and Indirect Hostility—were developed. Alphas for the revised measure were 0.93 for the total Mother- and Father-Conflict scales. Alphas for the subscales ranged from 0.80 to 0.92. The patterns of correlations between each subscale and other measures support the validity of verbal, physical, and indirect hostility as separate constructs. Appendix A contains the scale, and Appendix B contains six tables of study data. (Author/SLD)

**ED 360 385** TM 020 389

*Title, Carol Kehr*

**Assessment Research in the Context of Practice.**

Pub Date—Aug 92

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Assessment, Educational Practices, Educational Research, Elementary Secondary Education, \*Evaluation Research, Mathematics Tests, \*Measurement Techniques, Research Design, Research Methodology, \*Research Needs, Surveys, Test Construction, \*Testing Programs, Test Results

Identifiers—Mathematics Assessment Questionnaire

Commemorating the work of Anne Cleary, the author considers the need for research on assessment in the practice context, provides an example of research in context, and proposes general areas of development for assessment research in the context of practice. Research has shown that effects of testing programs on practice are often not those that were intended. In addition, assessments are becoming more complex. These factors and the historical independence of test developers and measurement practitioners from educational practitioners make research in the context of educational practice extremely important. The development of the Mathematics Assessment Questionnaire (MAQ), a survey of students' thoughts and feelings about learning and doing mathematical word problems in classroom activity settings, illustrates research in the context of practice. A framework has been developed to describe teacher change using the MAQ assessment. Research in the context of practice will necessarily link more closely to research on teaching and learning in subject matter areas. To foster this integration, examples are needed of new organizational arrangements and research that makes explicit use of theories of teaching and learning. New procedures to extend and adapt assessment development are needed, as are criteria for evaluating the meaning and use of assessments in context. One table and one figure illustrate the discussion. (SLD)

ED 360 386 TM 020 390

Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona, Arizona State Dept. of Education, Phoenix.

Pub Date—Jul 92

Note—206p.

Pub Type—Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—\*Achievement Tests, \*Educational Assessment, Elementary School Students, Elementary Secondary Education, Graphs, Language Arts, Mathematics Achievement, \*Pilot Projects, Reading Achievement, Scores, Secondary School Students, \*State Programs, Statistical Data, Student Characteristics, \*Student Evaluation, Tables (Data), \*Testing Programs, Test Results

Identifiers—\*Arizona Student Assessment Program, Iowa Tests of Basic Skills, National Assessment of Educational Progress, Tests of Achievement and Proficiency, Trial State Assessment (NAEP)

This first report of the Arizona State Department of Education on the progress of the Arizona Student Assessment Program (ASAP) includes results of the March 1992 Pilot Assessment and contains a profile of Arizona student achievement. The first administration of the ASAP fulfills the legislative requirement of pilot testing. The report also includes results on the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), and the National Assessment of Educational Progress (NAEP) Eighth Grade Trial State Mathematics Assessment. Section 1 presents the ASAP results for grades 3, 8, and 12. As shown, 115,259 assessments were scored as part of the spring 1992 ASAP pilot. A summary of assessment participation and statewide results by assessment and grade are given. Section 2 summarizes ITBS and TAP results, which indicate that Arizona students scored slightly above national averages in reading for grades 4, 7, and 11, with scores above the national average for grades 7 and 11 in language and below the average for grade 4. Mathematics scores were below the national average for grade 4, but somewhat above for grades 7 and 11. Section 3 describes NAEP Trial State Mathematics Assessment participation for Arizona. Eight figures and 22 tables present test results. The bulk of the report contains data from the ASAP presented in 132 pages of data in tables. (SLD)

ED 360 387 TM 020 395

Logache, Edward

"Diving" into Communities of Practice: Examining

Learning as Legitimate Peripheral Participation in an Everyday Setting.

Pub Date—3 May 93

Note—24p; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Context Effect, \*Curriculum Evaluation, Educational Assessment, \*Educational Practices, Elementary Secondary Education, Ethnography, \*Learning Processes, Recreational Activities, \*Research Methodology, \*Underwater Diving

Identifiers—Learning Communities, \*Legitimate Peripheral Participation

The role of context in learning has taken on a new significance in recent research in that it might account for the "lost learning" that should result from the school experience, but which does not appear on normative assessments intended to measure learning in areas explicitly valued by society. A naturally occurring microworld, or pocket, in the social fabric is examined to look at the phenomenon of learning within a domain where bracketing is naturally afforded by the practices involved. Like traditional schooling, recreational scuba diving has its own formal curriculum and schooling, as well as an informal participation structure and communities of practice. Using a mix of research methods, largely ethnographic, the effectiveness of the formal diving curriculum and the Legitimate Peripheral Participation learning theory of J. Lave and E. Wenger (1992) are assessed to account for the participation patterns observed in recreational diving. Results are examined for implications in larger educational settings. Ten figures illustrate the discussion. (SLD)

ED 360 388 TM 020 396

Buehler, Mark

Performance Assessment. Policy Bulletin, No.

PB-B13.

Indiana Univ., Bloomington. Education Policy Center.

Pub Date—Apr 92

Note—7p.

Available from—Indiana Education Policy Center, Bloomington Office, Smith Center for Research in Education, Suite 170, Indiana University, Bloomington, IN 47405.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Accountability, Achievement Tests, Cost Effectiveness, \*Educational Assessment, Educational Improvement, Elementary Secondary Education, \*Multiple Choice Tests, \*Portfolios (Background Materials), School Restructuring, Scoring, Standardized Tests, Student Evaluation, Test Construction, Testing Problems, \*Test Use

Identifiers—\*Authentic Assessment, High Stakes Tests, \*Performance Based Evaluation

At the root of the performance assessment movement is fairly widespread dissatisfaction with high-stakes multiple-choice tests. Many critics of multiple-choice tests argue that to improve instruction, tests themselves will have to improve. Hundreds of schools around the country are already experimenting with performance assessments, and many states are also experimenting with performance assessment. The states farthest along the road to performance assessment are Connecticut and Vermont. Vermont is the first state to use portfolios as part of a statewide assessment program. Among the advantages of performance assessments are the authenticity of what they say about what is assessed, the ways in which they offer students genuine intellectual challenges, and the opportunity they offer for restructuring schools. Problems with performance assessments are recognized in the areas of scoring, validity, instruction versus accountability, time constraints and teacher resistance, and cost. Those who decide to explore performance assessments can benefit from the experience of those who have already worked in this area. A supplement lists 27 resources for those interested in performance assessment, as well as organizations active in the field and state contact people. (SLD)

ED 360 389 TM 020 417

Davis, Celestine, Ed. Sonnenberg, Bill, Ed.

Programs and Plans of the National Center for

Education Statistics, 1993 Edition.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-93-241

Pub Date—May 93

Note—147p; For the 1990 and 1991 editions, see ED 322 224 and ED 339 739.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Agency Role, \*Databases, Educational Assessment, \*Educational Research, Elementary Secondary Education, \*Government Role, Library Statistics, Longitudinal Studies, National Programs, National Surveys, Postsecondary Education, Program Design, \*Program Development, Research Design, \*Research Projects, Statistical Data, Vocational Education Identifiers—Common Core of Data Program, Educational Information, High School and Beyond (NCES), Integrated Postsecondary Education Data System, National Assessment of Educational Progress, \*National Center for Education Statistics, National Longitudinal Study High School Class 1972

This is the third periodic report on the programs and plans of the National Center for Education Statistics (NCES). The challenge facing the NCES is to collect and analyze data that track the growth and change in educational experience in the United States. Current programs toward this goal, future plans, and major publications of the NCES are described. In addition to updating the descriptions of traditional standard data collections, such as the Common Core of Data (CCD) and the Integrated Postsecondary Education Data System (IPEDS), this edition focuses on some of the NCES's new and innovative work. The availability of data sets, including the CCD and IPEDS databases, in electronic, machine readable format is highlighted. The work of the NCES is described in the following sections: (1) elementary and secondary education; (2) postsecondary education; (3) educational assessment; (4) national longitudinal studies; (5) vocational education; (6) library statistics program; and (7) annual publications. Each section describes the studies and surveys conducted in each respective area, with plans, selected publications, and the data collection calendar for work in the area. (SLD)

ED 360 390 TM 020 418

Analysis of Major Outcome Indicators for Middle Grade Students in the New Orleans Public Schools.

New Orleans Public Schools, Louisiana. Dept. of Educational Accountability.

Pub Date—10 May 93

Note—51p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Tests, Dropout Prevention, Dropouts, Educationally Disadvantaged, Grade 6, Grade 7, Grade 8, Grade Repetition, \*High Risk Students, Intermediate Grades, Junior High Schools, \*Junior High School Students, Middle Schools, \*Outcomes of Education, Program Evaluation, Public Schools, School Districts, Standardized Tests, Student Characteristics, Test Results

Identifiers—\*Middle School Students, \*New Orleans Public Schools LA, Overage Students

The status of middle grade students (grades 6, 7, and 8) was studied in the New Orleans (Louisiana) public schools. The district is faced with major challenges in addressing the overall needs of middle grade students and the impact of early retention in grade that has resulted in several overage students. Most sixth graders are in elementary school, but most seventh and eighth graders attend junior high schools or senior high schools. About 17 percent of the district's students left the system after attending the sixth grade, most at the elementary school level. Suspensions and absenteeism were higher for this age group. The current grade configurations and nomenclature for types of schools serving middle grade students are confusing and should be modified to align with appropriate educational and support programs. Overage students are casualties of the practice of retention and are more likely to drop out than those never retained. This issue must be addressed in the middle grades. In addition, the district must consider why high-risk and low-risk students differ by such a large magnitude on standardized test results and to ensure that access and opportunities are equal. Thirteen tables and seven figures present study findings. Appendix A lists schools with middle-grade configurations, and Appendix B contains six figures of student characteristics and achievement. (SLD)

## ED 360 391

TM 020 419

Brigham, Frederick H., Jr.

## United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing.

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-1-55833-098-4

Pub Date—93

Note—50p.; For the 1990-91 report, see ED 336 392.

Available from—Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

## EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Catholic Schools, Compensatory Education, \*Educational Trends, Elementary Secondary Education, \*Enrollment, Extended School Day, Graphs, \*Minority Group Children, \*National Surveys, Preschool Education, School Demography, School Personnel, \*School Statistics, School Surveys, Single Sex Schools, Tables (Data), Trend Analysis, Urban Schools

Identifiers—Education Consolidation Improvement Act Chapter 1

Core school enrollment and staffing data are presented from the historical file of the National Catholic Education Association. Data are also presented for Chapter 1 services, extended care programs, and coeducational and single-sex schools. The first part of the report presents a summary of demographic trends with an impact on public and private education. Information is based on reports submitted by 174 diocesan and archdiocesan offices of education or state Catholic conferences. Trends show increasing numbers of students at the preschool and elementary school levels, with an increase in Catholic preschool enrollment of nearly 300 percent in the last decade. In 1992-93, there were 8,423 Catholic schools, 7,174 of which were elementary schools. The total number of Catholic students had increased by 16,767 since the preceding year, to 2,567,630. Numbers and percentages of minority students reflect population trends in 1992-93. The percentage of minority students had more than doubled since 1970-71 and continued to increase. In 1992-93, 3,937 Catholic schools were in urban areas, and non-Catholics represented 12.3 percent of the total Catholic school enrollment. Almost 88 percent of the faculty were lay men and women. Students in 5,306 Catholic schools were eligible for Chapter 1 services. Twenty-one exhibits present data on the Catholic schools. Appendix A is a summary report of basic school statistics in table form. Appendix B lists states with enrollment increases. Appendix C is a summary report of supplemental data by region. (SLD)

## ED 360 392

TM 020 420

## A Collaborative Model for School and Program

Evaluation: Lethbridge School District No. 51.

Lethbridge Separate School District #51 (Alberta). Spons Agency—Alberta Dept. of Education, Edmonton.

Report No.—ISBN-0-7732-1138-1

Pub Date—93

Note—121p.

Pub Type—Reports—Evaluative (142)—

Tests/Questionnaires (160)

## EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Art Education, \*Curriculum Evaluation, \*Educational Assessment, Educational Cooperation, Educational Quality, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Methods, Foreign Countries, Library Services, Models, Parent Attitudes, \*Program Evaluation, Questionnaires, School Districts, \*School Effectiveness, School Libraries, Student Attitudes, Teacher Attitudes

Identifiers—Educational Indicators, \*Lethbridge School District AB, Teacher Empowerment

The Lethbridge School District Number 51 Project attempted to develop a more effective model for system, school, and program evaluation in the Lethbridge, Alberta (Canada) schools. A literature review suggested that a collaborative model would be effective and would result in empowerment of school-based personnel through active involvement. The use of educational quality indicators served as a key component in development of the model. Current literature and input from committees and stakeholder groups were used to develop criteria in terms of indicators of effective-

tiveness, quality, and improvement. Findings from the initial study were applied to the development of an evaluation of the arts and library programs with responses from 3,329 teachers, parents, and students for the art program; and 2,858 teachers, parents, and students for library programs. The final project stage focused on the art program and resulted in the identification of input, process, and outcome indicators of program effectiveness. Assessment processes to measure and verify outcomes were identified or developed, and a generic model was developed that could be applied to most program areas. The developed model is considered more effective than the former evaluation model used. Two tables and three figures illustrate the discussion. Five appendices discuss the project teams and contain questionnaires and instruments used in the surveys. (SLD)

## ED 360 393

TM 020 421

## Achievement Testing Program Provincial Report.

June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9

Mathematics, Français 6e Année.

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Report No.—ISBN-0-7732-0850-X

Pub Date—93

Note—135p.

Available from—Alberta Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2.

Pub Type—Numerical/Quantitative Data (110)—Reports—Evaluative (142)—Tests/Questionnaires (160)

## EDRS Price—MF01/PC06 Plus Postage.

Descriptors—\*Academic Standards, \*Achievement Tests, Educational Assessment, Elementary School Students, Elementary Secondary Education, English, Foreign Countries, French, Grade 3, Grade 6, Grade 9, \*Language Tests, Mathematics Achievement, \*Mathematics Tests, Problem Solving, Public Schools, Secondary School Students, \*Social Studies, \*Test Results

Identifiers—\*Alberta Achievement Testing Programs, Standard Setting

The 1992 achievement tests for the Alberta (Canada) public schools show what students in grades 3, 6, and 9 can do in social studies, language arts, and mathematics, respectively. Results are reported in terms of curriculum standards, achievement standards, and assessment standards. In June 1992, there were 41,696 students in grade 3, 37,837 in grade 6, and 34,386 in grade 9. Of the total population, 97,315 took achievement tests in mathematics, social studies, and English or French language arts. Results indicate mixed achievement. In Grade 3 social studies, about 84 percent of the students achieved the acceptable standard, and a significant percentage achieved excellence. A smaller percentage achieved these standards in grade 6 language arts and grade 9 mathematics. Results in mathematics were disappointing, especially in problem solving, where about 64 percent achieved the acceptable standard. Achievement-over-time data indicate improvements in grade 3 social studies and grade 9 mathematics compared with 1984. In French, close to the expected numbers achieved the standards. Twenty-one figures and 59 tables present achievement data. Appendix A outlines the standard setting processes. Appendix B describes the public review of standards. Appendix C gives interpretation guidelines. Appendix D answers common parent questions about testing. Appendix E outlines test development. The study questionnaire is included. (SLD)

## ED 360 394

TM 020 650

## The National Education Goals Report: Building a

Nation of Learners. Volume One: The National

Report, 1993.

National Education Goals Panel, Washington, DC. Spons Agency—Department of Education, Washington, DC.

Pub Date—93

Note—233p.; For volume two, see TM 020 651; for "Summary Guide," see TM 020 652.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402.

Pub Type—Reports—Evaluative (142)

## EDRS Price—MF01/PC10 Plus Postage.

Descriptors—\*Academic Achievement, Academic Standards, Adult Literacy, Annual Reports, Educational Change, Educational Improvement, \*Educational Objectives, Elementary Secondary

Education, \*Government Role, High School Graduates, National Surveys

Identifiers—\*National Education Goals 1990, National Education Goals Panel, Progress Reporting, \*Reform Efforts, United States

This third annual National Education Goals Report continues the work begun at the Charlottesville (Virginia) Education Summit in 1989, when the nation's governors and President Bush agreed on six national goals for education to be achieved by the year 2000. The goals were intended to energize public opinion and ongoing education reform efforts by holding the United States to much higher expectations for all students and for the schools and learning systems that serve them. This volume describes the educational standing of the nation. In this third report, the focus is on the rationale for and potential implications of the movement the effort has come to be most closely associated with: establishing voluntary nationwide education standards. As in the past, the report contains the most up-to-date information available on the nation's current status with regard to meeting the six goals. Overall, the findings continue to reveal how far the nation is from achieving the goals. Modest progress is apparent in some areas, such as mathematics achievement and school safety, but there is stagnation or movement in the wrong direction in others (high school completion and adult literacy). The current rate of progress is wholly inadequate for achievement of the goals by the year 2000. New analyses conducted for the Goals Panel show that nearly one-half of all infants born in the United States begin life with one or more factors considered risky to their long-term educational development. While the incidence of students being victimized at school appears to have declined slightly, the levels are still unacceptably high. About one in five 8th graders report being threatened with a weapon in 1992, while one out of ten report carrying a weapon on school grounds. By documenting without equivocation how much more effort is needed from all Americans, the Panel creates the conditions necessary for a significant renewal in American education. The report is illustrated by 137 exhibits. Three appendices provide technical notes and sources, descriptions of federal programs, and department and agency titles. (SLD)

## ED 360 395

TM 020 651

## The National Education Goals Report: Building a

Nation of Learners. Volume Two: State Reports,

1993.

National Education Goals Panel, Washington, DC. Spons Agency—Department of Education, Washington, DC.

Pub Date—93

Note—252p.; For volume one, see TM 020 650; for "Summary Guide," see TM 020 652.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402.

Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)—Reports—Evaluative (142)

## EDRS Price—MF01/PC11 Plus Postage.

Descriptors—\*Academic Achievement, Academic Standards, Adult Literacy, Children, Educational Change, Educational Improvement, \*Educational Objectives, Elementary Secondary Education, Government Role, Graphs, High School Graduates, National Surveys, \*Profiles, State Government, State Programs, \*State Surveys, Tables (Data)

Identifiers—Educational Indicators, \*National Education Goals 1990, National Education Goals Panel, \*Progress Reporting, Reform Efforts, United States

The second volume of the third annual National Education Goals Report contains profiles of the achievements of each state, the District of Columbia, and five territories toward the National Education Goals of 1990, which derived from the National Education Summit of 1989. In brief, the goals for achievement by the year 2000: (1) all children in America will start school ready to learn; (2) the high school graduation rate will increase to at least 90 percent; (3) American students will leave grades 4, 8, and 12 having demonstrated competence in particular areas, prepared for responsible citizenship; (4) U.S. students will be first in the world in science and mathematics achievement; (5) every adult will be literate and possess the knowledge and skills needed in a global economy; and (6) every school will be free of drugs and violence. The profile for each state summarizes indicators for each of the six goals, with tabulated data and a bar graph



for each goal for which information is available. The four-page profile for each state lists (1) direct measures of the goal; and (2) measures of the objectives. When available, baseline and 1993 Goals Report data are provided. Appended are 24 references and technical notes relating to the statistical data. (SLD)

**ED 360 396** TM 020 652  
**The National Education Goals Report: Building the Best. Summary Guide, 1993.**

National Education Goals Panel, Washington, DC. Spons Agency—Department of Education, Washington, DC.

Pub Date—93

Note—22p.; For volumes one and two, see TM 020 650-651.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Achievement Tests, \*Citizen Participation, Citizenship Responsibility, Educational Change, Educational Improvement, \*Educational Objectives, Elementary Secondary Education, Guides, National Surveys, \*Parent Participation, Performance, State Programs

Identifiers—\*National Education Goals 1990, Progress Reporting, Reform Efforts, United States

This Summary Guide to the third Annual Report of the National Education Goals Panel continues the commitment of the Panel to let the American people know the results being achieved in education. Facts about performance are presented, with tangible guidance about what each citizen can do to make the Goals a reality. The National Education Goals developed from the Education Summit of 1989 represent the educational centerpiece of both the Bush and Clinton administrations and serve as a nationwide compact for education. The most recent national assessments indicate that students are showing some improvement in mathematics, but that few understand complex mathematics theory and problems. Similar findings appear in measurements of reading ability. Because only about one-fourth of the nation's households include school-age children, depending on parents alone to improve education is not enough. All concerned citizens must work for better education. Specific suggestions are offered to help make the U.S. education system the best in the world. Five bar graphs illustrate aspects of progress toward the national goals. (SLD)

**ED 360 397** TM 020 653  
**Cizek, Gregory J.**

**Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement."**

Spons Agency—National Assessment Governing Board, Washington, DC.

Pub Date—Aug 93

Note—41p.; Paper commissioned by the National Assessment Governing Board.

Pub Type—Information Analyses (070)—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Academic Standards, Achievement Tests, Educational Policy, Elementary Secondary Education, \*Evaluation Methods, Literature Reviews, National Competency Tests, \*Performance, Psychometrics, Research Problems, \*Research Reports, \*Test Reliability, Test Validity

Identifiers—Angoff Methods, National Academy of Education, National Assessment Governing Board, \*National Assessment of Educational Progress, \*Standard Setting, Trial State Assessment (NAEP)

The report of the National Academy of Education (NAE), "Setting Performance Standards for Student Achievement," provides an interpretation of NAE investigations into the procedures surrounding establishment of achievement levels for the National Assessment of Educational Progress (NAEP). The NAE report synthesizes the investigations of other research efforts commissioned by the NAE Panel on the Evaluation of the NAE Trial State Assessment. The following documents have been reviewed: (1) the NAE report itself, with 10 studies commissioned in preparing the report; (2) "Setting Achievement Levels on the 1992 National Assessment of Educational Progress in Mathematics, Reading, and Writing" from the American Col-

lege Testing Program, 1991; (3) "NAGB Policy Framework and Technical Procedures for Setting Appropriate Achievement Levels for the National Assessment of Educational Progress" (National Assessment Governing Board, 1991); and (4) "The Reliability and Validity of the 1992 NAEP Achievement Levels" from American College Testing, 1993. It is concluded that the NAE evaluation is a seriously inaccurate representation of the technical and procedural propriety of the NAEP levels-setting process. Errors and inaccuracies are described in the general areas of authority and credibility, conclusions about the use of the Angoff method, procedural propriety and results, and the validity of NAEP levels. Accurate conclusions are also reviewed, and some constructive suggestions are made. (Contains 35 references.) (SLD)

**ED 360 398** TM 020 654  
**Kane, Michael**

**Comments on the NAE Evaluation of the NAGB Achievement Levels.**

Spons Agency—National Assessment Governing Board, Washington, DC.

Pub Date—Sep 93

Note—20p.; Paper commissioned by the National Assessment Governing Board.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Academic Standards, Achievement Tests, Educational Policy, Elementary Secondary Education, \*Evaluation Methods, Literature Reviews, Measurement Techniques, National Competency Tests, Performance, \*Psychometrics, Research Problems, \*Research Reports, \*Test Reliability, Test Validity

Identifiers—\*Angoff Methods, National Academy of Education, National Assessment Governing Board, \*National Assessment of Educational Progress, Standard Setting, Trial State Assessment (NAEP)

The National Academy of Education (NAE) Panel has drawn two major conclusions in its evaluation of the National Assessment Governing Board's (NAGB) efforts to set achievement levels for the National Assessment of Educational Progress (NAEP). They are that the Angoff procedure is fundamentally flawed for the setting of achievement levels, and that the weight of evidence suggests that the 1992 achievement levels were set unreasonably high. However, the evidence presented in the final report of the Panel and in the reports of the studies it commissioned do not justify these conclusions, and some of the evidence directly contradicts them. The NAE report is well written and provides a good discussion of the general issues in standard setting, but it generally accepts the results of the studies it commissioned at face value, without regard to their flaws, and it evaluates the NAGB achievement levels in a vacuum in that it fails to consider alternative explanations for anomalous results and fails to examine the potential problems in the methods it proposes for reporting the NAEP results. Nine commissioned studies are evaluated individually. (SLD)

## UD

**ED 360 399** UD 028 861  
**Mayland, Valen**

**Monsters Make Stories.**

IMPACT II—The Teachers Network, New York, NY.

Pub Date—92

Note—18p.

Pub Type—Guides - Classroom - Teacher (052)—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, \*Computer Assisted Instruction, Computer Software, Elementary Education, \*Reading Instruction, \*Student Motivation, Teacher Developed Materials, \*Writing Instruction

Identifiers—IMPACT II

This publication describes Monsters Make Believe, a computer-based, teacher-developed program for enhancing reading and writing instruction in the elementary grades. Motivation to read and write is provided by the creation of monsters. The software can even offer a vehicle that is able to write a descriptive paragraph. An overview describes a possible use of the software with a computer where a teacher reads a classic scary story and sets the

mood with audio effects, and students are anxious to create the monster. The final writing can be a team effort where students list the descriptive adjectives, use them to form sentences, and finally form a paragraph. Students would choose a background, build the monster, save the creation to a disk, print it, and then write a description. The general objectives are described including using the computer to encourage writing, creating a monster graphic using a software program, writing a descriptive paragraph, encouraging reading, increasing computer skills, and developing higher order thinking skills. An outline/overview section describes lessons for 9 days of class work. Each lesson plan covers objectives, activities, materials, and homework. (JB)

**ED 360 400** UD 028 870  
**Holt, Grace D.**

**Giao-Trinh Huan-Luyen Phu-Huynh Goc Ngon-Ngu Thieu-So: Ban Viet-Ngu (Parenting Curriculum for Language Minority Parents: Vietnamese Guide).**

California State Univ., Sacramento. Cross-Cultural Resource Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—91

Note—118p.; Translated by Huynh Dinh Te. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 871-876; for the English version and teaching activities guide, see ED 318 281.

Available from—Cross Cultural Resource Center, California State University, 650 University Avenue, Suite 101 B, Sacramento, CA 95825 (\$18 plus \$1 postage and handling).

Language—Vietnamese

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—\*Acculturation, \*Adult Basic Education, Adult Literacy, Asian Americans, Childhood Needs, Citizenship Education, \*Curriculum, Daily Living Skills, Elementary Secondary Education, English (Second Language), Health Education, \*Limited English Speaking, Minority Groups, \*Parent Education, Parenting Skills, Parent School Relationship, Second Language Learning, Vietnamese, \*Vietnamese People, Workbooks

Identifiers—\*Language Minorities

This guide for minority language parents whose primary language is Vietnamese presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Vietnamese exercises are provided. (SLD)

**ED 360 401** UD 028 871  
**Holt, Grace D.**

**Cov Haur Kev Kawn Ntawv Rau Cov Niamtxiv Haiv Neeg Tsawg, Yog Npaj Los Rau Haiv Neeg Hmoob (Parenting Curriculum for Language Minority Parents, Hmong Language).**

California State Univ., Sacramento. Cross-Cultural Resource Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—88

Note—119p.; Translated by Lue Vang. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

Available from—Cross Cultural Resource Center, California State University, 650 University Avenue, Suite 101 B, Sacramento, CA 95825 (\$18 plus \$1 postage and handling).

Language—Hmong

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—**\*Acculturation, \*Adult Basic Education, Adult Literacy, Asian Americans, Childhood Needs, Citizenship Education, \*Curriculum, Daily Living Skills, Elementary Secondary Education, English (Second Language), Health Education, Hmong, \*Hmong People, \*Limited English Speaking, Minority Groups, \*Parent Education, Parenting Skills, Parent School Relationship, Second Language Learning, Workbooks

**Identifiers—**\*Language Minorities

This guide for minority language parents whose primary language is Hmong presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Hmong exercises are provided. (SLD)

**ED 360 402** UD 028 872

Holt, Grace D.

**(Parenting Curriculum for Language Minority Parents: Lao Language.)**

California State Univ., Sacramento. Cross-Cultural Resource Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—91

Note—125p; Translated by Paul Lee. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

Available from—Cross Cultural Resource Center, California State University, 650 University Avenue, Suite 101 B, Sacramento, CA 95825 (\$18 plus \$1 postage and handling).

Language—Lao

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—**\*Acculturation, \*Adult Basic Education, Adult Literacy, \*Asian Americans, Childhood Needs, Citizenship Education, Curriculum, Daily Living Skills, Elementary Secondary Education, English (Second Language), Health Education, Lao, \*Laotians, \*Limited English Speaking, Minority Groups, \*Parent Education, Parenting Skills, Parent School Relationship, Second Language Learning, Workbooks

**Identifiers—**\*Language Minorities

This guide for minority language parents whose primary language is Lao presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Lao exercises are provided. (SLD)

**ED 360 403** UD 028 873

Holt, Grace D.

**(Parenting Curriculum for Language Minority Parents: Korean Language.)**

California State Univ., Sacramento. Cross-Cultural Resource Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington,

DC.

Pub Date—91

Note—116p; This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

Available from—Cross Cultural Resource Center, California State University, 650 University Avenue, Suite 101 B, Sacramento, CA 95825 (\$18 plus \$1 postage and handling).

Language—Korean

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—**\*Acculturation, \*Adult Basic Education, Adult Literacy, Childhood Needs, Citizenship Education, \*Curriculum, Daily Living Skills, Elementary Secondary Education, English (Second Language), Health Education, Korean, \*Korean Americans, \*Limited English Speaking, Minority Groups, \*Parent Education, Parenting Skills, Parent School Relationship, Second Language Learning, Workbooks

**Identifiers—**\*Language Minorities

This guide for minority language parents whose primary language is Korean presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Korean exercises are provided. (SLD)

**ED 360 404**

UD 028 874

Holt, Grace D.

**(Parenting Curriculum for Language Minority Parents: Chinese Language.)**

California State Univ., Sacramento. Cross-Cultural Resource Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—91

Note—135p; Translated by Kitty W. Shek. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

Available from—Cross Cultural Resource Center, California State University, 650 University Avenue, Suite 101 B, Sacramento, CA 95825 (\$18 plus \$1 postage and handling).

Language—Chinese

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors—**\*Acculturation, \*Adult Basic Education, Adult Literacy, Childhood Needs, Chinese, \*Chinese Americans, Citizenship Education, \*Curriculum, Daily Living Skills, Elementary Secondary Education, English (Second Language), Health Education, \*Limited English Speaking, Minority Groups, \*Parent Education, Parenting Skills, Parent School Relationship, Second Language Learning, Workbooks

**Identifiers—**\*Language Minorities

This guide for minority language parents whose primary language is Chinese presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary

language. In most instances, parallel English and Chinese exercises are provided. (SLD)

**ED 360 405**

UD 028 875

Holt, Grace D.

**Curso de Paternidad para Padres de Lengua Minoritaria: Guía en Español (Parenting Curriculum for Language Minority Parents: Guide in Spanish.)**

California State Univ., Sacramento. Cross-Cultural Resource Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—88

Note—120p; Translated by Roberto Lozano. This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

Available from—Cross Cultural Resource Center, California State University, 650 University Avenue, Suite 101 B, Sacramento, CA 95825 (\$18 plus \$1 postage and handling).

Language—Spanish; English

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

**Descriptors—**\*Acculturation, \*Adult Basic Education, Adult Literacy, Childhood Needs, Citizenship Education, Daily Living Skills, Elementary Secondary Education, English (Second Language), Health Education, \*Hispanic Americans, \*Limited English Speaking, Minority Groups, \*Parent Education, Parenting Skills, Parent School Relationship, Second Language Learning, \*Spanish, Workbooks

**Identifiers—**\*Language Minorities

This guide for minority language parents whose primary language is Spanish presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children, such as the public library. Illustrations present scenarios of everyday activities with discussion questions in the primary language. In most instances, parallel English and Spanish exercises are provided. (SLD)

**ED 360 406**

UD 028 876

Holt, Grace D.

**(Parenting Curriculum for Language Minority Parents: Bilingual Guide English-Khmer.)**

California State Univ., Sacramento. Cross-Cultural Resource Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—88

Note—135p; This guide has been translated into seven languages: Vietnamese, Hmong, Lao, Korean, Chinese, Spanish, and Khmer, see UD 028 870-876; for the English version and teaching activities guide, see ED 318 281.

Available from—Cross Cultural Resource Center, California State University, 650 University Avenue, Suite 101 B, Sacramento, CA 95825 (\$18 plus \$1 postage and handling).

Language—Cambodian

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors—**\*Acculturation, \*Adult Basic Education, Adult Literacy, \*Asian Americans, Cambodian, \*Cambodians, Childhood Needs, Citizenship Education, Daily Living Skills, Elementary Secondary Education, English (Second Language), Health Education, \*Limited English Speaking, Minority Groups, \*Parent Education, Parenting Skills, Parent School Relationship, Second Language Learning, Workbooks

**Identifiers—**\*Language Minorities

This bilingual guide for Khmer-speaking parents presents parenting information to supplement a course in English as a Second Language. It focuses on topics parents must deal with in meeting the needs of their children. Vocabulary and practice

drills are presented for activities in the following areas: (1) education and dealing with the school system; (2) parenting; (3) nutrition; (4) mathematics; (5) health; (6) safety; and (7) citizenship. The section on education provides information on school organization, registration, forms that must be completed, communication with teachers, and reading student report cards. The parenting skills emphasized are those of interacting with children and of coping with systems that can have an impact on children. In most instances, parallel English and Khmer exercises are provided. (SLD)

ED 360 407

UD 028 926

Kohl, Herbert

# I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays.

Spons Agency—National Association of Self-Instructional Language Programs.

Report No.—ISBN-0-915943-64-6

Pub Date—91

Note—49p.

Available from—Milkweed Editions, P.O. Box 3226, Minneapolis, MN 55403 (\$4.95).

Pub Type—Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Academic Failure, \*Coping, Disadvantaged Youth, \*Educational Discrimination, Educationally Disadvantaged, Elementary Secondary Education, Equal Education, \*High Risk Students, \*Learning, Low Achievement, Outcomes of Education, Racial Discrimination, Sex Discrimination, \*Student Motivation, Student Reaction

Recognizing that all learning must on some level be voluntary, the author draws on his experiences as an educator to explore not-learning as distinct from failure. The refusal to learn can be a reaction to the conditions of schooling, which many learners, particularly those from poor and disadvantaged backgrounds, find irrelevant at best or actually inimical. Not-learning can be a defense, in fact, an intelligent defense, against school systems that represent a hostile society. Not-learning and unlearning are both central techniques that support changes of consciousness and help people develop positive ways of thinking and acting in opposition to dominant forms of oppression. Not-learning can represent a healthy response to racism, sexism, and other forms of bias. For many students, the only alternative to not-learning is confronting social, sexual, and economic oppression in the schools and in society. (SLD)

ED 360 408

UD 029 105

Czech, Christopher

# Civil Rights Movement and the 1990s: Racism and the African-American Population.

Saint Cloud State Univ., MN. Dept. of Human Relations.

Pub Date—92

Note—78p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Black History, \*Civil Rights, Course Content, \*Curriculum Development, Evaluation Methods, Grade 10, High Schools, \*High School Students, Human Relations, \*Racial Discrimination, Racial Relations, Secondary School Curriculum, Social Problems, Social Studies, United States History, Urban Areas

Identifiers—\*African Americans, \*Social Movements

A plan is presented for a curriculum that shows how African Americans have been left out of decision making, stereotyped negatively, and denied resources. The project is intended to be a base for future studies of human relations issues in order to understand how society operates. Using the contexts of the 1960s and the 1990s, the power structures of American society are clarified. The curriculum is designed for a high school social studies classroom, typically a 10th grade studying U.S. history. Topics for the 9 days of study are: (1) racism; (2) institutional racism (2 days); (3) discrimination; (4) African Americans; (5) continued oppression and prejudice today (2 days); (6) color consciousness and discrimination; and (7) dealing with racism. Eighteen attachments, including overheads, a questionnaire, a test, and handouts, are included. (SLD)

ED 360 409

UD 029 127

The State of Asian Pacific America: Policy Issues to the Year 2020. A Public Policy Report.  
California Univ., Los Angeles. Asian American Studies Center; Leadership Education for Asian

Pacific (LEAP) Asian Pacific American Policy Inst.

Spons Agency—James G. Irvine Foundation, San Francisco, CA.

Report No.—ISBN-0-934052-22-0

Pub Date—93

Note—338p.

Available from—Leadership Education for Asian Pacifics (LEAP), 327 East Second Street, Suite 226, Los Angeles, CA 90012-4210.

Pub Type—Collected Works - General (020) — Books (010)

Document Not Available from EDRS.

Descriptors—\*Asian Americans, Civil Rights, \*Cultural Awareness, Demography, Elementary Secondary Education, Ethnic Groups, Higher Education, \*Immigrants, \*Multicultural Education, \*Pacific Americans, Population Growth, Population Trends, Program Development, \*Public Policy, Racial Composition

Nineteen chapters consider major public policy implications for demographic projections of the Asian Pacific American population to the year 2020. A preface by D. T. Nakanishi and J. D. Hokoyama introduces the studies. Policy recommendations from the Asian American Public Policy Institute follow, recommending multiculturalism and intracultural sensitivity, extending civil rights concepts to Asian Americans, and expanding programs for Asian immigrants. The following essays are included: (1) "An Overview of Asian Pacific American Futures: Shifting Paradigms" (S. Hune); (2) "The Growth of the Asian Pacific American Population: Twenty Million in 2020" (P. Ong); (3) "Exclusion or Contribution? Education K-12 Policy" (P. N. Kiang and V. W.-F. Lee); (4) "Trends in Admissions for Asian Americans in Colleges and Universities: Higher Education Policy" (L. L.-C. Wang); (5) "Health Care Needs and Service Delivery for Asian and Pacific Islander Americans: Health Policy" (T. Guillermo); (6) "The Changing Asian American Population: Mental Health Policy" (S. Sue); (7) "Asian American Arts in the Year 2020: Arts Policy" (G. D. Yoshitomi); (8) "Is There a Future for Our Past? Cultural Preservation Policy" (F. S. Odo); (9) "Making and Remaking Asian Pacific America: Immigration Policy" (B. O. Hing); (10) "Work Issues Facing Asian Pacific Americans: Labor Policy" (P. Ong and S. J. Hee); (11) "Legal and Civil Rights Issues in 2020: Civil Rights Policy" (W. R. Tamayo); (12) "The Case of the Southeast Asian Refugees: Policy for a Community At-Risk" (N. Le); (13) "Empowering Our Communities: Political Policy" (S. Kwoh and M. Hui); (14) "Out of the Melting Pot and into the Fire" (M. Omi); (15) "Asian Pacific Islanders and the Glass Ceiling-New Era of Civil Rights Activism? Affirmative Action Policy" (H. Der); (16) "Language Rights Issues to the Year 2020 and Beyond: Language Rights Policy" (K. K. Imahara); (17) "Meditations on the Year 2020: Policy for Women" (E. H. Kim); (18) "Will the Real Asian Pacific American Please Stand Up? Media Policy" (D. Y.-M. Wong); and (19) "South Asians in the United States with a Focus on Asian Indians: Policy on New Communities" (S. Mazumdar). An appendix lists specific policy recommendations. (SLD)

ED 360 410

UD 029 129

# The MEE Report: Reaching the Hip-Hop Generation.

MEE Productions Inc., Philadelphia, PA. Research Div.

Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date—91

Note—136p.

Available from—MEE Productions, Inc., West Philadelphia Enterprise Center, 4601 Market Street, Philadelphia, PA 19139.

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Adolescents, Black Culture, \*Black Youth, Communication (Thought Transfer), \*Disadvantaged Youth, Drug Education, Health Education, Information Dissemination, Inner City, \*Mass Media Role, Popular Culture, Prosocial Behavior, Social Values, Substance Abuse, Urban Areas, \*Urban Youth

Identifiers—African Americans, \*Hip Hop Generation, Rap Music

Effective communications strategies for delivering substance abuse and other prosocial behavior messages to African American inner city teenagers were studied. After pilot studies, the final sample consisted of middle school and high school students

from the urban centers of New York City; Washington, D.C.; Camden (New Jersey); Philadelphia (Pennsylvania); and East Oakland (California). A total of 295 students participated in the focus group study, and surveys were completed by 387 students in several urban areas. It was found that the messages of the mainstream are generally reaching the wrong audience with the wrong information, because they are not really speaking to the urban African American adolescent. Rather than being homogeneous, street culture dissolves into a series of overlapping subcultures. Decisions about drugs and behavior are made very early. An analysis of the hip hop culture, including rap and other music forms, shows that these forms are not well-suited for conventional long-term public service message campaigns. An effective strategy for reaching this audience simply does not yet exist. It is recommended that a symposium of leading African American communicators, music producers, movie makers, and public health experts convene to seek a way to speak effectively to this population. The questionnaire and its responses are included with the report. (SLD)

ED 360 411

UD 029 134

# The Schools Partnership Project: A Successful Model towards Improving School Performance.

Jewish Family and Children's Services of San Francisco, the Peninsula, Marin, and Sonoma Counties, CA.

Pub Date—92

Note—81p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, \*Ancillary School Services, Childhood Needs, Children, \*Child Welfare, Collegiality, Elementary Education, \*Elementary School Students, \*Mental Health Programs, Mental Health Workers, Models, \*Partnerships in Education, Program Evaluation, School Counseling, \*Social Workers, Stress Variables, Teacher Role

Identifiers—California (San Francisco), San Francisco Unified School District CA

The primary goal of the Schools Partnership Project (SPP) was to investigate whether the emotional and academic well-being of children could be improved by providing mental health consultation services to public school personnel. Licensed clinical social workers were placed at school sites to work collegially with teachers and administrators to identify the problems of stressed children and their families, to improve school personnel's ability to deal with problems, and to learn how to make effective referrals and interventions. Two licensed social workers provided mental health consultation 1 day a week for 2 years and 3 months each at 6 diverse San Francisco (California) public elementary schools. Evaluation through a quasiexperimental design demonstrated a positive impact of the mental health consultation for teachers and students. Many users of consultation services reported an increased sense of responsibility for children's learning, with increased internal locus of control, and many teachers reported increased knowledge and professional capability. Results indicate that children's self-expectations and academic achievement are related to teacher use of consultation, and that the SPP is a promising approach to improving achievement and student self-expectation. One table illustrates teacher demographics. Contains 74 references. (SLD)

ED 360 412

UD 029 214

Stallings, Jane Freiberg, H. Jerome

# Observation for the Improvement of Teaching.

Publication Series 91-3.

Temple Univ., Philadelphia. Center for Research in Human Development and Education.

Pub Date—91

Note—34p. In: Waxman, Hersholt C. and Walberg, Herbert J. "Effective Teaching: Current Research." Berkeley, CA, McCutchan Publishing Corporation, 1991.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Classroom Observation Techniques, Classroom Research, Early Childhood Education, Economically Disadvantaged, \*Educational Improvement, Elementary Secondary Education, English (Second Language), \*Program Effectiveness, \*Staff Development, \*Student Evaluation, Student Teaching, Time Management, Training

RIE DEC 1993



## Identifiers—\*Project Follow Through

The use of classroom observation is explored in several capacities. Specific observation instruments that were developed to evaluate the effectiveness of the National Follow Through Program were later used (sometimes in adapted forms) to study early childhood programs, secondary school programs, student teacher effectiveness; and use of time across a school district. Project Follow Through was intended to provide a program analogous to Head Start for economically disadvantaged children over a longer period of time. This chapter presents the fourth and most comprehensive report of Follow Through classroom observation data collected in spring 1973 from 36 sites representing 7 sponsors and 7 program models (35 first grades and 36 third grades). Other studies using the developed Classroom Observation Instrument (COI) in the following are briefly outlined: (1) early childhood education; (2) English as a Second Language; (3) secondary school; (4) staff development; (5) effective use of time training; (6) student evaluation; and (7) student teaching. The observation techniques have provided a means to identify effective instructional practices in a wide range of classroom settings. Two tables and one figure illustrate the discussion. (SLD)

ED 360 413

UD 029 228

Ban, John R.

## Parents Assuring Student Success (PASS):

## Achievement Made Easy by Learning Together.

National Educational Service, Bloomington, IN.

Report No.—ISBN-1-879639-25-4

Pub Date—93

Note—155p.

Available from—National Educational Service, 1610 West Third Street, P.O. Box 8, Bloomington, IN 47402 (\$16.95, \$2 shipping, no shipping charge if prepaid).

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

## EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, \*Children, Educational Cooperation, Educational Improvement, \*Educational Responsibility, Elementary Secondary Education, Homework, Parent Education, Parenting Skills, \*Parent Participation, Parent Responsibility, Parent Role, Parent School Relationship, Parent Student Relationship, \*Thinking Skills, \*Workshops

## Identifiers—\*Parents Assuring Student Success Program

The Parents Assuring Student Success (PASS) program draws on the talents and energies of parents to assist educators in raising educational standards for every child. The first part of the manual teaches parents what it takes to become an effective learner. The focus is on study skills, including well-known learning strategies. The second part of the manual gives parents the opportunity to acquire skills in teaching and reinforcing critical student study habits at home. Parents can study the PASS modules at home or meet in workshop groups conducted by a variety of parent education organizations. Such workshops should be geared to neighborhoods, be planned by a parent team, include social as well as learning activities, and target needy parents. Workshop modules encompass the following topics: (1) parent attitude; (2) structuring the home environment; (3) study skills; (4) homework and learning expedients; (5) note-taking skills; (6) helping children prepare for tests; (7) memory enhancement and developing thinking skills; and (8) teaching reading skills. This manual has been designed particularly for use with parents in urban school systems. (SLD)

ED 360 414

UD 029 280

Golden, Olivia

## Poor Children and Welfare Reform. Executive Summary of the Final Report.

Foundation for Child Development, New York, N.Y.

Pub Date—91

Note—47p.; For final report summarized here, see ED 354 288.

Pub Type—Reports - Evaluative (142)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Childhood Needs, \*Children, \*Delivery Systems, \*Disadvantaged Youth, \*Economically Disadvantaged, Family Programs, \*Federal Programs, Policy Formation, Poverty, Program Evaluation, Public Policy, Social Responsibility, \*Welfare Services

## Identifiers—Family Support Act 1988, Final Reports, Reform Efforts, \*Welfare Reform

This executive summary crystallizes the main themes of a study that is intended to help policymakers, advocates, community members, and welfare administrators create a welfare system to do more for children and do it better. The study was prompted by the Family Support Act of 1988. The following programs that have been successful in providing services to children and families and maintaining a close relationship between services and the welfare system were examined: (1) Integrated Family Services System, Oklahoma; (2) Greater Avenues for Independence (GAIN) Teen Parent Project, San Diego County (California); (3) a dropout prevention program in Wayne County, Detroit (Michigan); (4) Teenage Services Act Next Step, Chemung County (New York); (5) Teenage Pregnancy and Parenting/GAIN, San Francisco (California); (6) ET CHOICES voucher and child care program, Massachusetts (and a supplemental site for adult case management); and (7) Parent and Child Education, Kentucky. Study findings are cautiously optimistic about the abilities of welfare agencies to play a richer role for children. It appears to be possible to identify practical tools and approaches to improve service delivery. Recommendations are made for advocates, policymakers, administrators, and others committed to the needs of children. (SLD)

ED 360 415

UD 029 323

Heath, Shirley Brice, Ed. McLaughlin, Milbrey W., Ed.

## Identity and Inner-City Youth: Beyond Ethnicity and Gender.

Report No.—ISBN-0-8077-3252-4

Pub Date—93

Note—255p.

Available from—Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (alkaline paper—ISBN-0-8077-3252-4; paperback—ISBN-0-8077-3252-4).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

## Document Not Available from EDRS.

Descriptors—\*Adolescents, Art Education, Childhood Needs, \*Disadvantaged Youth, Elementary Secondary Education, \*Ethnicity, \*Inner City, Juvenile Gangs, Policy Formation, \*Racial Identification, Self Concept, Sexual Identity, Social Control, Theory Practice Relationship, Urban Problems, \*Urban Youth

## Identifiers—\*Identity (Psychological)

How ethnic identity and gender figure in building the embedded identities of youth in different contexts is examined, focusing on the self-concepts of inner-city youth. The voices of urban youth argue that their embedded identities, or multilayered self-conceptions, represent far more than simple labels of ethnic or racial membership. After an introduction "Identity and Inner-City Youth" by the editors, the following chapters are provided: (1) "Ethnicity and Gender in Theory and Practice: The Youth Perspective" (S. B. Heath and M. W. McLaughlin); (2) "Embedded Identities: Enabling Balance in Urban Contexts" (M. W. McLaughlin); (3) "Dances of Identity: Finding an Ethnic Self in the Arts" (A. Ball and S. B. Heath); (4) "Gangs, Social Control, and Ethnicity: Ways To Redirect" (J. D. Vigil); (5) "Child Saving and Children's Cultures at Century's End" (G. A. Fine and J. Mechling); (6) "Collaborate or Go It Alone? Tough Decisions for Youth Policy" (J. Langman and M. W. McLaughlin); (7) "The Winnowing of Organizations" (T. James); (8) "Misperceptions of Gender and Youth: Learning Together, Learning Apart" (E. Hansot); and (9) "Casting the Self: Frames for Identity and Dilemmas for Policy" (M. W. McLaughlin and S. B. Heath). (SLD)

ED 360 416

UD 029 333

Fairchild, Halford H., Comp. And Others

## Discrimination and Prejudice: An Annotated Bibliography, Second Edition.

Report No.—ISBN-0942259-02-5

Pub Date—92

Note—317p.

Available from—Westerfield Enterprises, Inc., 3043 Barnard Street, Suite One, San Diego, CA 92110 (paperback: ISBN-0942259-02-5, \$59.95; hardcover: ISBN-0942259-03-3, \$85.95; shipping and handling, \$4).

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

## Document Not Available from EDRS.

Descriptors—\*American Indians, Annotated Bibliographies, \*Asian Americans, \*Blacks, Economic Factors, \*Educational Experience, Ethnic Groups, Health, \*Hispanic Americans, Housing, Justice, Minority Groups, Multicultural Education, Political Issues, Racial Bias, \*Racial Discrimination

## Identifiers—\*African Americans

A comprehensive and comparative compilation of the social science literature pertinent to ethnic discrimination and racial discrimination and practice is presented, focusing on areas of discrimination common to these groups in economics, education, employment, health, housing, criminal justice, and political participation. To represent major ethnic groups, the bibliography is presented in the following parts: (1) African Americans; (2) American Indians; (3) Asian Americans; (4) Hispanic Americans; and (5) Multi Ethnic. Each bibliography is accompanied by its own index that lists major content areas and subareas. There are over 4,200 entries. The education content area includes 425 references related to African Americans, and the multi-ethnic section lists 340 articles focusing on education. Education entries form a much smaller part of the other ethnic listings. (SLD)

ED 360 417

UD 029 334

Sikkers, Mildred Niyekawa, Agnes

## Design for Cross-Cultural Learning.

Report No.—ISBN-0-933662-63-7

Pub Date—87

Note—112p.

Available from—Intercultural Press, Inc., P.O. Box 700, Yarmouth, ME 04096 (\$12.95 plus \$2 shipping for first book and \$0.50 for each additional book).

Pub Type—Books (010) — Reports - Evaluative (142)

## Document Not Available from EDRS.

Descriptors—Cross Cultural Studies, \*Cross Cultural Training, \*Cultural Awareness, Cultural Differences, \*Curriculum Development, \*Field Experience Programs, Higher Education, High Schools, Intercultural Programs, \*International Educational Exchange, \*Multicultural Education, Student Exchange Programs, Student Experience, Study Abroad, Theory Practice Relationship

The essence of cross-cultural learning and how it can be effectively incorporated into an academic program are explored. A design for cross-cultural learning is proposed that can be applied anywhere in the educational process from high school through professional training. It is based on the experiences of the authors in experimental programs in Hawaii and the Pacific. It is predicated on the idea that becoming familiar with one new culture builds the framework for understanding and accepting other cultures. The educational design begins with a pre-field seminar meeting at the campus for weekly sessions of cultural learning for a term. The second step is field experience of at least 2 months in another culture. This phase includes a weekly seminar and keeping a journal by students. A final step is the post-field program on campus with learning summaries and weekly meetings for a term to integrate theory and practice. Appendixes discuss implementing the design, stages of learning in the field experience, and adapting the design to existing study abroad programs. Contains 101 references. (SLD)

ED 360 418

UD 029 335

Jervis, Kathie, Ed. Montag, Carol, Ed.

## Progressive Education for the 1990s: Transforming Practice.

Report No.—ISBN-0-8077-3132-3

Pub Date—91

Note—214p.; Foreword by Joseph Featherstone. Available from—Teachers' College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (hardcover—ISBN-0-8077-3133-1).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

## Document Not Available from EDRS.

Descriptors—Adolescents, Black Students, \*Cultural Differences, Democracy, Educational Change, Educational History, \*Educational Practices, Elementary Secondary Education, Essays, Humanistic Education, \*Progressive Education, \*Teaching Methods, United States History, \*Urban Schools

## Identifiers—\*Reform Efforts

In this collection, educators examine progressive education from both historical and practical standpoints, addressing the daily struggles confronting

progressively oriented teachers as they create classrooms to support their values. After an introduction, "Class Values," by C. Montag, the following essays are presented: (1) "Large Purposes" (V. Perrone); (2) "Honoring Diversity/Striving for Inclusion" (P. Carini); (3) "Urban Conversations" (M. Gaston, B. Kanze, and D. Murphy); (4) "Democracy, Progressivism, and the Comprehensive High School" (M. Lazerson); (5) "The Eight Year Study" (K. Irwin); (6) "John Dewey's School" (J. Katch); (7) "Twenty-Four, Forty-Two, and I Love You: Keeping It Complex" (E. Duckworth); (8) "Assessing Imperfect Conceptions" (H. Dyasi); (9) "Jason and Matt" (K. Hibi); (10) "Looking at a Child's Work" (K. Jervis and A. Wiener); (11) "Grounded Insight" (W. Ayers); (12) "The Kindergarten Tradition in the High School" (D. Meier); (13) "The High School Inquiry Classroom" (A. Cook); (14) "Blacks in White Schools" (F. Moore-Bond); (15) "A Hero for Fifteen-Year-Olds: Raoul Wallenberg" (C. Meyers); (16) "Teaching Science as a Liberal Art" (A. Kaplan); and (17) "Educating against All Odds" (M. Mathias). An afterword by L. Weber, "Books To Nourish Democratic Educators," presents a 29-item bibliography; and an annotated bibliography, by M. K. Stone, "Progressive Education (1890-1990)," lists 60 works on the history of progressive education. (SLD)

**ED 360 419** UD 029 336

**Building a Learning-Centered Curriculum for Learner-Centered Schools. Interim Report of the New York State Curriculum and Assessments Council to the Commissioner and the Regents.**

New York State Education Dept., Albany.

Pub Date—Oct 92

Note—43p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Access to Education, \*Curriculum Development, Educational Assessment, Educational Change, Educational Objectives, Elementary Secondary Education, \*Equal Education, Learning, \*Outcomes of Education, Portfolios (Background Materials), Staff Development, Urban Education

**Identifiers**—Compact for Education, \*Learner Centered Instruction, New York, Reform Efforts

The Council for Curriculum and Learning was appointed to develop a plan for implementing the promises of the New Compact for Learning of New York State. This document considers the roles of the Council and state and local districts in working toward New Compact ideas. The New Compact requires a new vision of curriculum, instruction, and assessment that will help schools focus on the development of a greater range of student talents at a higher level of performance for all. The state will develop curriculum frameworks. Learning goals are to be monitored through state program assessments and local student assessments. A unitary Regents' diploma system, supported by a Regents' portfolio, will be developed. Working in consort, the state and local authorities will promote equal access to education and educational equity for all students. The Council will provide advice regarding outcome standards, curriculum frameworks, assessment, staff development, and program implementation. Council recommendations will be implemented in congruence with other parts of the New Compact. Three appendices contain assessment principles, a description of curriculum and assessment committees, and the Regents' goals for education. (SLD)

**ED 360 420** UD 029 342

*Polakow, Valerie*

**Lives on the Edge: Single Mothers and Their Children in the Other America.**

Report No.—ISBN-0-226-67183-6

Pub Date—93

Note—228p.

Available from—University of Chicago Press, Book Orders, 5801 South Ellis Avenue, Chicago, IL 60637-1496 (\$22.50).

Pub Type—Books (010) — Reports - Evaluative (142) — Reports - Research (143)

**Document Not Available from EDRS.**

**Descriptors**—At Risk Persons, \*Children, Day Care, Disadvantaged Youth, \*Economically Disadvantaged, Elementary Secondary Education, \*Equal Education, \*Family Problems, Feminization of Poverty, Health Services, Housing, \*Mothers, \*One Parent Family, Poverty, Social Problems, Urban Problems, Welfare Services

The lives of poor single mothers and their children are explored, first grounding the present situation

historically and pointing out their "other" status when examined against normal motherhood and family images. The first two chapters discuss the historical images of childhood and the family as they have developed in Western civilization. Part 2 introduces motherhood as experienced by single mothers and their children. The feminization of poverty is recognized through the stories single mothers tell. Part 3 examines the lives of the children as they enter school and the larger world. Single mothers and their children are a growing constituency in the United States. Other Western democracies have succeeded in alleviating the effects of poverty and offer workable models of much that might be done in this country. Recommendations for the future include: (1) universal health care; (2) affordable housing; (3) child allowances and maternity and parental leave; (4) a national child-care system; and (5) a pedagogy of equity. (SLD)

**ED 360 421**

*Staples, Robert Johnson, Leonor Boulton*

**Black Families at the Crossroads: Challenges and Prospects.**

Report No.—ISBN-1-55542-486-4

Pub Date—93

Note—313p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1310 (\$37.95).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

**Descriptors**—Access to Education, Acculturation, Black Culture, \*Black Family, \*Economic Factors, Elementary Secondary Education, \*Employment Patterns, Equal Education, \*Family (Sociological Unit), Government Role, Males, One Parent Family, Poverty, \*Public Policy, Role of Education, Social Change, \*Sociocultural Patterns

The primary purpose of this book is to serve as a basic text on the black family as an institution. To facilitate an understanding of the black American family, an analysis is presented of the various sociocultural forces that shape both the structure and functions of the family as well as the way the family has experienced changes. Larger forces outside the black community are analyzed, such as assimilation, unemployment and underemployment, the role of government and public policy, and the imbalance in the gender ratio. The role of education is considered. Typically, the best efforts of the black male in preparing for the job market do not insure equal employment opportunities. At every educational level, blacks are twice as likely as whites to be unemployed. Single-parent families and children in poverty face barriers in access to education, equal educational opportunities, and the opportunity to benefit fully from public education. The theoretical perspective of the analysis is a political economy model that assumes that contemporary black family structure is a function of political and economic forces that have shaped its existence for several centuries. A list of 462 references is included, and an additional bibliography lists 97 selected readings. (SLD)

**ED 360 422**

*Johnson, Phyllis Birk, Thomas A.*

**Community Service Partnerships: African-American Owned Radio's Commitment to Education.**

Pub Date—Apr 93

Note—30p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 16, 1993).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Administrators, \*Black Community, Black Culture, Black Leadership, Broadcast Industry, \*Community Education, Community Services, Elementary Secondary Education, \*Mass Media Role, News Media, Partnerships in Education, Programming (Broadcast), \*Radio

**Identifiers**—African Americans, Minority Businesses, Public Service Advertising, \*Public Service Campaigns, Radio Operators

How African American owned radio stations use their collective resources to deal with educational issues in the communities they serve was studied by examining their community service promotional activities. The type and frequency of activity at these stations during a typical year were studied through a survey of 96 African American broadcast compa-

nies, with 123 radio stations, conducted in the first quarter of 1992. The commitment of senior-level management to community service promotional activities now and in the future was examined, along with the station's commitment to community service activity targeting education. Results suggest that community service promotion is an active, important, and highly regarded part of the programming at African American owned radio stations. African American radio has demonstrated its desire to improve the inner city schools for the children of its listeners. The promotional agendas of African American stations have included many hours of working toward solutions to other urban problems, typically focusing on violence prevention, combating the influence of drugs, parent participation in the schools, and promoting citizenship. Change has often been brought about by the commitment of senior level management. Three tables present study findings. Contains 70 references. (SLD)

**ED 360 423**

*Pheasant, Donald G.*

**A Wake-Up Call for Middle-Class Black America.**

Pub Date—Apr 93

Note—25p.; Paper presented at the Annual Meeting of the American Association of Community Colleges (April 1993).

Pub Type—Opinion Papers (120) — Speeches / Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Black Community, Black Culture, \*Black Education, Black Family, Community Colleges, Disadvantaged Youth, Educational Responsibility, Females, Higher Education, Inner City, \*Middle Class, Parent Influence, \*Parent Participation, Parent Responsibility, \*Social Differences, Social Mobility, \*Urban Problems, Violence

**Identifiers**—African Americans, California (Los Angeles), \*Self Reliance

Many have regarded the recent civil disturbances in Los Angeles (California) as a wake-up call, a warning that the deterioration of America's cities, education systems, and public services, and the continuing decline of the underclass may result in a race war that could destroy society. The wake-up call is directed primarily at middle-class black America, specifically at females, because African American women constitute 52 percent of the black adult population and far outnumber black men in administrative positions in higher education. The unexplained but obvious alienation between poor and middle income blacks may be one of the gravest by-products of upward mobility in black America. Black people have to begin relying on themselves again, using the initiative and energy that have characterized the black struggle in a legally segregated nation. No institution in society has ever been an adequate substitute for strong, responsible, intelligent, and loving parents. In inner-city families, some children, without parental guidance, have turned to gangs and drugs. A renewal of independence in the black community begins with parents and their participation in the schools. Community colleges have an important role to play through demanding high achievement and setting standards. The wake-up call to black Americans can only be sounded by the black community. (SLD)

**ED 360 424**

*Johnson, Phyllis Birk, Thomas A.*

**African American Educational Excellence. Planning Symposium Proceedings for the Development of the Center for Applied Cultural Studies and Educational Achievement (Long Beach, California, January 27, 1989).**

California State Dept. of Education, Sacramento; California State Univ. and Colleges, Long Beach. Inst. for Teaching and Learning.

Pub Date—27 Jan 89

Note—82p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

Available from—California State University Academic Publications Program, 400 Golden Shore, Suite 132, Long Beach, CA 90802 (\$15).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—\*Academic Achievement, Black Achievement, Black Colleges, Black Culture, Black Education, Black Students, Black Teachers, Black Youth, \*Educational Quality, Elementary

Secondary Education, Higher Education, \*Institutional Role, Organizational Objectives, \*Program Implementation, Racial Relations  
 Identifiers—\*African Americans, California, College Teaching and Learning Collection

Proceedings of a symposium called by the California State university system and the State Department of Education to assist in creation of a Center for Applied Cultural Studies and Educational Achievement are presented. The Center would focus on ensuring African American educational excellence. More than 100 African American educators were invited to review and critique the Center's statement of mission and mandate, its development and design, funding strategies, institutional relationships, and expected outcomes and applications. The following presentations are included: (1) "Welcome and Introductions" (H. L. Carter); (2) "Overview" (W. A. Reynolds); (3) "The Curriculum Reform Movement and Issues of Access for African American Students" (B. Honig); (4) "Background on the Development of the Center for Applied Cultural Studies and Educational Achievement" (S. A. Thornton); (5) "The Condition of African American Education in California" (L. L. Goddard); (6) "The Cultural Keys to Maximizing Educational Praxis with African-American Students" (W. W. Nobles); (7) "Summary of Planning Team Reports" (Reports of five planning teams); (8) "Wrap-Up and Where We Go from Here" (H. L. Carter); (9) "The Condition of African-American Education in California: Selected Findings" (seven tables of data) (L. L. Goddard); and (10) "A Concept Paper" (W. W. Nobles). (SLD)

ED 360 425 UD 029 359

Howard-Vital, Michelle R. Morgan, Rosalind  
 African American Women and Mentoring.

Pub Date—Jun 93

Note—13p.

Pub Type—Reports - Evaluative (142) — Reports

Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators, \*Blacks, College Administration, \*College Faculty, Collegiality, Experience, Higher Education, \*Mentors, Pilot Projects, \*Professional Development, \*Self Concept, Significant Others, Socialization, Surveys, Teacher Student Relationship, \*Women Faculty  
 Identifiers—\*African Americans

The mentoring experiences of African American women and the potential of mentoring for improving their circumstances are explored. To develop insight into mentoring, a brief pilot survey was designed using a definition of mentoring derived from the literature, specifically from the characteristics described by J. E. Blackwell. The 21-item instrument was sent to a sample of members of the Association of Black Women in Higher Education. The 63 usable responses represented a 28 percent response rate. Slightly more than half of the respondents identified themselves as administrators, and most earned appreciable salaries. Most were working in 4-year public institutions with a majority of non-African Americans. Fifty of the respondents described present or past mentoring relationships. Mentors were usually older, and respondents reported socializing with them beyond school or work functions. After reviewing their mentoring experience, 96 percent of the women said that they would like to be mentors. The most frequently perceived function of mentors was building self-confidence, heightening self-esteem, and strengthening motivation. The next most frequently identified function was socializing proteges regarding role requirements, expectations, and organizational imperatives. Findings seem to reinforce Blackwell's definition of a mentor, but do not identify any gender or race-specific functions of a mentor for these women. (SLD)

ED 360 426 UD 029 360

Wilken, Lois

Middle Level Demonstration School, 1991-92.

OREA Report.

New York City Board of Education, Brooklyn, N.Y.

Office of Research, Evaluation, and Assessment.

Pub Date—7 Jul 92

Note—39p.

Available from—Office of Research, Evaluation, and Assessment, 110 Livingston Street, Room

740, Brooklyn, NY 11201.

Pub Type—Reports - Descriptive (141) — Reports

Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Educa-

RIE DEC 1993

tional Assessment, \*Educational Environment, Interaction, Junior High Schools, Junior High School Students, \*Middle Schools, Minority Groups, \*Multicultural Education, Parent Participation, Program Evaluation, Public Schools, School Districts, School Restructuring, Secondary School Teachers, Student Attitudes, \*Teaching Methods, Urban Schools, Whole Language Approach

Identifiers—Comprehensive Instructional Management System, \*Demonstration Schools, Middle School Students, \*New York City Board of Education

The Middle Level Demonstration School of the New York City Public Schools, in operation since September 1991, is committed to creating a middle school in which both students and teachers are active participants in a supportive learning community characterized by high standards, mutual respect, and cooperation. Parents are seen as important members of the community and as valuable partners. In 1991-92 the school served 190 students in grades 5 through 7. Evaluation of the program focused on how the organizational structure, assessment practices, and school climate support the goal of an integrated and interactive approach to learning. Teachers agreed that instructional practices such as whole language, hands-on approaches, and the concepts and strategies of the Comprehensive Instructional Management System mathematics program support the interactive approach and have a positive effect on attitudes and skills of students. The use of multicultural themes is being instituted at the school, with six of the nine teachers attempting to incorporate multicultural education. Teachers characterized the overall climate as one of teamwork and mutual support. Recommendations are made for program improvement. (SLD)

ED 360 427 UD 029 361

Securing Our Future: The Importance of Quality Education for Minorities. Policy Research Project Report Number 96.

Texas Univ., Austin. Lyndon B. Johnson School of

Public Affairs.

Report No.—ISBN-0-89940-704-8

Pub Date—92

Note—343p.

Available from—Publications Office, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, Drawer Y, University Station, Austin, TX 78713 (\$14 plus shipping and handling).

Pub Type—Collected Works - General (020) —

Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Alaska Natives, American Indians, \*Bilingual Education, Black Education, Disadvantaged Youth, Educational Improvement, \*Educational Quality, Elementary Secondary Education, \*Magnet Schools, Mathematics Instruction, Mexican Americans, \*Minority Groups, Preschool Education, Puerto Ricans, Science Education, Track System (Education)

This report on the education of minorities results from policy research projects conducted at the Lyndon B. Johnson School of Public Affairs at Texas University (Austin) as part of the Quality Education for Minorities project to provide background research for development of a national action plan on improving the quality of education for Alaska native, American Indian, Black American, Mexican American, and Puerto Rican students. The following papers are presented as chapters: (1) "Education for Minorities and the National Interest" (R. Marshall); (2) "Parent-Child Interventions for Children Age Zero to Three: The Role of the States" (S. J. Means); (3) "Neither Equitable nor Excellent: The Effects of Tracking on Minority Students" (F. Mecca); (4) "Everyone Can Learn Math" (R. M. Nielsen); (5) "Mathematics and Science Education: Reclaiming Minorities at the Elementary School Level" (D. T. Garza); (6) "Assessment and Referral of Hispanic Bilingual Special Education Students: A Growing Controversy" (C. C. Talkington); (7) "Magnet Schools: A Quality Alternative" (E. Fonken); (8) "Magnet Schools for Disadvantaged Students in Texas" (J. Cano); (9) "Performance-Based Funding for Schools: A Practical and Feasible Alternative" (D. M. Marchick); (10) "Choice in Minnesota: Open Enrollment as a Means of Educational Reform" (J. S. Wicinski); (11) "Coordinating Social Services: The Role of Schools" (J. M. Ehrlich); (12) "The Potential Impact of Restructuring on the Education of Minori-

ties: The Miami Experience" (B. Rungeling); (13) "The Use of High-School Vocational Counseling To Help Students Choose and Implement Career Choices" (S. L. Holland); (14) "Improving the School-to-Work Transition of Minority Youths" (R. W. Glover); and (15) "Effective Strategies for the Recruitment and Development of Black Faculty at Four-Year Institutions of Higher Education" (R. Pickering). One figure and 21 tables illustrate the essays. Contains 454 references. (SLD)

ED 360 428

UD 029 362

Grannis, Joseph C.

Educational Reforms for At-Risk Students. New

York City Case Study.

Columbia Univ., New York, N.Y. Inst. for Urban

and Minority Education.

Pub Date—[92]

Note—91p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Case Studies, Disadvantaged Youth, Dropout Prevention, Dropout Research, \*Dropouts, \*Educational Change, \*High Risk Students, High Schools, High School Students, Junior High Schools, Junior High School Students, Longitudinal Studies, Middle Schools, Outcomes of Education, Program Evaluation, Program Improvement, \*Secondary School Teachers, \*Urban Schools

Identifiers—Dropout Prevention Program, Middle School Students, \*New York City Board of Education, \*Reform Efforts

The story of the Dropout Prevention Initiative (DPI) of the New York City Schools illuminates the obstacles, incentives, and inventions that can come into play in a large city school system's effort to strengthen its effectiveness for at-risk students. The Board of Education commissioned an external evaluation of the DPI in 13 comprehensive high schools and 29 feeder middle schools. Data were collected through observation, interviews with staff, student and staff surveys, reviews of information provided by the Board of Education, and a longitudinal study of student outcomes for three cohorts of students. In each year of the DPI, tens of thousands of services to targeted students were recorded. In addition, specific programs under the umbrella of the DPI were reviewed, and detailed case studies were made of three high schools and one elementary and one middle school. The progress observed in these schools is a solid basis for believing that the school system is improving its response to at-risk students and bringing new resources to the schools. Nevertheless, several problems with the DPI program and the school system were identified, and are the subject of recommendations for program improvement. The serious effort that the Board of Education has made is unparalleled in its recent history. The system is engaged in much-needed reforms. A technical note considers the calculation of the city's dropout rate. (SLD)

ED 360 429

UD 029 363

Natriello, Gary And Others

Matching School Resources and Student Needs:

Scheduling and Assignment Problems in High

Schools Serving At-Risk Youth. Final Report.

Spons Agency—Department of Education, Wash-

ington, DC.

Pub Date—Mar 93

Note—174p.

Pub Type—Reports - Research (143) — Tests/

Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Ability, Class Size, Course Selection (Students), \*Disadvantaged Youth, Educational Practices, \*High Risk Students, High Schools, High School Students, Low Achievement, Needs Assessment, \*Scheduling, \*Student Motivation, Student Needs, Student Placement, Time Management, \*Urban Schools

By studying the process by which disadvantaged and low-achieving high school students are assigned to classes and special programs, how and why disadvantaged students are placed in inappropriate programs can be understood. Reasons exist to question the assumption that students are assigned to programs rationally on the basis of information about abilities, performance, and interests. Ideal characteristics of scheduling processes were identified based on the literature, and compared with practices in four urban high schools. Multiple methods of data collection, including interviews, reviews of school records, and observations of events related to scheduling, were used. Findings from the four schools



indicate the degree to which each conforms or deviates from the following ideals of assignment: (1) appropriate for ability level; (2) class size appropriate for the type of instruction; (3) courses that fill graduation and college admission or employment requirements; (4) times that students are likely to attend; (5) effective teachers; (6) course assignments made before the beginning of the term; and (7) programs match student interests and needs. Recommendations for improvement of the assignment process are made. Thirty-six figures illustrate the discussion. Three appendices contain interview questions, the interview format, and a course change form. (SLD)

**ED 360 430** UD 029 364  
**State Plan to Reduce the Dropout Rate, 1993-95.**

A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature.

Texas Education Agency, Austin.

Pub Date—May 93

Note—98p.

Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 (first copy free to authorized institutions, additional copies \$2).  
 Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—"Dropout Prevention, Dropout Programs, Dropout Rate, \*Educational Change, \*Educational Planning, \*Ethnic Groups, High Risk Students, High School Students, Junior High School Students, \*Minority Groups, Potential Dropouts, Secondary Education, State Legislation, \*State Programs  
 Identifiers—\*Texas

State legislation requires that the Texas Education Agency write a plan to reduce the state's cross-sectional and longitudinal dropout rates to no more than 5 percent by 1997-98. This report presents the current plan, with current aggregate and disaggregate data on the dropout rate of students in grades 7 through 12 and projections for cross-sectional and longitudinal dropout rates for the next 5 years. A progress report is presented for the recommendations from the 1991 state plan in the following categories: (1) continued action by the Texas Education Agency; (2) actions without fiscal implications; (3) actions with immediate fiscal implications; and (4) recommendations with long-term fiscal implications. Since publication of the plan in 1991, the number of dropouts has consistently declined, from 91,307 in 1987-88, to 53,421 in 1991-92. Students still tend to drop out in the ninth grade, and ethnic minority students still drop out in disproportionate numbers, but combating these facts is a major agency focus. Twenty recommendations to further reduce the dropout rate are included. Five tables summarize dropout information. A list of 70 references is included, and dropout data are presented in Appendix I (15 tables), with an overview of recommendations and a survey of immigrant students in Appendixes II and III. (SLD)

**ED 360 431** UD 029 366  
**Chamberlain, Ed**

**Neglected or Delinquent Program, 1991-1992, Elementary and Secondary Education Act-Chapter 1. Final Evaluation Report.**

Columbus Public Schools, Ohio.

Pub Date—May 93

Note—22p.; For the 1990-91 report, see ED 343 991.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—"Child Neglect, \*Compensatory Education, \*Delinquency, Disadvantaged Youth, \*Elementary School Students, Elementary Secondary Education, Evaluation Methods, Federal Programs, High Risk Students, \*Language Acquisition, Minority Groups, Program Evaluation, \*Secondary School Students, Standardized Tests, Tutoring, Urban Schools

Identifiers—"Columbus Public Schools OH, Education Consolidation Improvement Act Chapter 1, Final Reports

The Neglected or Delinquent (N or D) Program of the Columbus (Ohio) public schools is designed to provide classroom and tutorial services in the area of language development for pupils served in Chapter 1 eligible facilities for the neglected or delinquent. In the 1991-92 school year, there was one

full-time N or D teacher and 16 part-time tutors providing services in 12 institutions. Standardized test information for grades 2 through 12 was collected from September 1991 through April 1992. The data included results of norm-referenced tests, the Metropolitan Achievement Test, the Comprehensive Tests of Basic Skills, and the California Achievement Tests. The program served a total of 371 students, most of whom were in grades 6 through 12. Of these, 144 were non-minority, 224 were Black, and 3 were Hispanic. There were 11 females and 260 males. No assessment could be made of the desired outcome of a defined achievement gain because of high pupil mobility. Program continuation is recommended because it provides needed services in exceptional circumstances. An alternative evaluation design is recommended, since too few pupils are enrolled long enough to fulfill the current plan. Four tables present study findings. An appendix contains worksheets, a data sheet, and evaluation forms. (SLD)

**ED 360 432** UD 029 367

**Correlational Study into the Relationship between Grade Point Averages, Michigan Educational Assessment Program (MEAP) Scores and Student Absences for Tenth Grade Arthur Hill and Saginaw High School Students, 1992-1993. Evaluation Report.**

Saginaw Public Schools, Mich.

Pub Date—Jun 93

Note—39p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—"Attendance, Correlation, Data Collection, Educational Assessment, \*Ethnic Groups, Grade 10, \*Grade Point Average, High Schools, \*High School Students, Public Schools, \*Racial Differences, School Statistics, Scores, Sex Differences, State Programs, Test Results, \*Urban Schools

Identifiers—High School Sophomores, Michigan Educational Assessment Program, Pearson Product Moment Correlation, \*Saginaw City School System MI

As part of the baseline studies necessary for a new strategic plan for the Saginaw (Michigan) public schools, the relationship of grade point averages (GPAs), student absence, and Michigan Educational Assessment Program (MEAP) results were studied relative to the amount of shared variation common to each. All possible correlations were studied at the district's two high schools. Data represent all available 10th-grade first semester information for each school. Results are also aggregated by racial/ethnic and gender groups to see if the same relationships hold. Pearson product moment correlation coefficients were reviewed. Although exact correlation coefficients vary by school, there does seem to be a great consistency in terms of the general strength of relationships by variable pairs across schools, gender, and racial/ethnic groups. GPA versus absence correlations are the strongest set. For MEAP versus GPA, the bulk of the correlations fall within the 0.350 to 0.649 crude prediction range. For MEAP versus absences, 66.7 percent of the correlations fall within the "very little use" range. One MEAP area versus another MEAP area correlates well. For the new baseline figures it is recommended that absence data be captured by total school, gender, and racial/ethnic group. GPA and MEAP data should be collected in the same categories. (SLD)

**ED 360 433** UD 029 368

**Jackson, Gloria D., Ed.**

**The Mirror: A Newsletter of Multicultural Children's Literature, 1991-1993.**

Pub Date—93

Note—42p.

Journal Cit—Mirror: A Newsletter for K-8 Educators; n1-7 Dec 1991-Spr 1993

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—American Indians, \*Children's Literature, Cultural Awareness, \*Cultural Differences, Elementary Education, Elementary School Students, \*Ethnic Groups, \*Fiction, \*Minority Groups, \*Multicultural Education, Newsletters, Nonfiction

This document consists of all seven issues that were published of a newsletter devoted to multicultural children's literature that reflects the many cultures in our pluralistic society. The newsletter

presents book reviews of fiction and non-fiction with multicultural themes for children in kindergarten through grade 8 schools. Some issues provide brief bibliographies on selected issues, and most issues give a summary list of works reviewed for ready reference. Some of the issues contain feature articles on the following themes: (1) holiday stories; (2) respect for nature in the Native American heritage; (3) ignorance of others brings fear; (4) reflections of a pluralistic society; and (5) multicultural books in the mainstream of children's literature. (SLD)

**ED 360 434** UD 029 369

**Chand, Krishan**

**Managing and Improving the Education of Students At-Risk.**

Pub Date—93

Note—36p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—"Crime, Drinking, \*Dropout Prevention, Dropouts, Drug Use, Educational Improvement, Elementary Secondary Education, \*High Risk Students, \*Parent Participation, Poverty, \*Principals, Role Models, \*Secondary School Teachers, \*Teacher Role, Urban Schools

The dropout problem in the United States is explored; and some suggestions for reducing the dropout rate are offered for parents, teachers, and principals. Several indicators have been recognized as placing a student at risk of dropping out of school. Dimensions of alienation have also been identified, as have social factors that contribute, including poverty, crime, drug and alcohol use, and teen pregnancy. Twenty-five general suggestions are given for the educational system to help reduce the dropout rate. Parent participation is essential, and a list of 111 suggestions is presented for parents, most centering around being a good example to a child. One hundred and five suggestions for educational improvement are directed toward teachers, and a final 104 suggestions are aimed at principals. Parents, teachers, and administrators have vital roles to play in combating dropouts. (SLD)

**ED 360 435** UD 029 376

**Boyle, Kathleen**

**School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft.**

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—6 May 92

Contract—433J47000723

Note—59p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adolescents, Black Students, Child Abuse, Crack, \*Disadvantaged Youth, Dropouts, \*Drug Use, \*Family Life, Family Problems, High Risk Students, Interviews, \*Juvenile Gangs, \*Latin Americans, Secondary Education, Secondary School Students, Sexuality, Urban Problems, \*Urban Schools, Urban Youth

Identifiers—African Americans, \*California (Los Angeles), Drug Use Forecasting Study, Hispanic American Students, Latinos, Los Angeles Unified School District CA, Sex for Crack Study, Student Surveys

The lives and places in society of urban youth at risk of dropping out of the Los Angeles (California) Unified School District schools are explored through interviews of adolescents whom the author met when doing field work in Los Angeles County. Data come from interviews conducted in the course of the 1991 Drug Use Forecasting Study (DUF) and the Sex-for-Crack study. Of the DUF sample, 394 were male and 44 female, with almost 60 percent Latinos and about 22 percent African Americans. Additional and more qualitative interviews were conducted with 123 of this sample. The Sex-for-Crack sample interviewed 40 dependent crack users in 8 cities in 1989-91. From these subjects, four social types of youth at risk for dropping out are identified: (1) gang members; (2) young parents; (3) substance abusers; and (4) youth from dysfunctional homes. The characteristics and problems of each group are explored. The different types of youth have different needs at different levels of potential intervention. Gang members, out of alienation from society, have created societies of their own. Teen sexuality must be addressed, and youth abusing drugs and alcohol need more realistic education at earlier ages. Child abuse is a dramatic example of the recurrent problems of dysfunctional families that must be addressed in multiple ways. Feelings of

alienation from school can only be relieved when students and their parents feel less alienated from society. (SLD)

**ED 360 436** UD 029 377

*Dembo, Richard. And Others*  
**Troubled Lifestyles: High-Risk Youth in Florida.**  
Draft.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—7 May 92

Contract—433J47000619

Note—58p.

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Adolescents, Case Studies, Child Abuse, Criminals, \*Delinquency, \*Disadvantaged Youth, Drug Use, Educational Experience, Educational Improvement, \*High Risk Students, \*Juvenile Justice, Longitudinal Studies, Predictor Variables, Secondary Education, Secondary School Students, Urban Culture, Urban Schools, \*Urban Youth

Identifiers—Drug Trafficking, \*Florida (Tampa), Student Surveys

Young people with records of involvement in the juvenile justice system were studied in Florida, primarily in the inner city of Tampa. The study is part of a longitudinal study of predictors of drug use, delinquency, and criminality. Overall, 32 percent of the 297 adolescents interviewed reported engaging in drug sales in the year preceding their initial interviews, and 35 percent sold drugs 1 or more times in the follow-up period. Only 13 percent lived with both biological parents, and most came from families of low to moderate social status. The following common findings indicative of at-risk status were physical abuse and sexual abuse, drug use, and other delinquent behaviors. The sample demonstrated high levels of behaviors and attitudes considered indicators of school problems and poor experiences of education. Case studies of three adolescents for whom the outlook is relatively positive and three for whom the prospects are negative provide insight into the conditions that predispose these youngsters to risk. Policies are suggested for the improvement of schools and the education of teachers to help combat the conditions that put youth at risk. Community supports and resources that can be mobilized for the effort are explored. Improved educational experiences and educational environments are vital for disadvantaged youth. (Contains 43 references.) (SLD)

**ED 360 437** UD 029 378

*Borman, Kathryn M.*  
**Overwhelmed in Cincinnati: Urban Appalachian Children and Youth.** Draft.

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—6 Feb 92

Contract—433J47000702

Note—62p.; Version of a paper presented at the Annual Meeting of the American Sociological Association (Cincinnati, OH, August 23, 1991).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Children, Cultural Differences, \*Disadvantaged Youth, Dropouts, Economically Disadvantaged, Elementary Secondary Education, Equal Opportunities (Jobs), Family Problems, \*High Risk Students, Poverty, \*Social Discrimination, Social Services, Social Support Groups, Summer Programs, Urban Problems, \*Urban Youth

Identifiers—\*Appalachian Whites, \*Ohio (Cincinnati)

The issues facing urban Appalachian children and their families in Cincinnati (Ohio) are addressed. Appalachians have the highest school dropout rate in Cincinnati proportionate to their numbers, with low access to jobs and generally poor access to, and use of, public services. Much of the information for this report comes from a survey of 246 Summer Program participants (youth) in an Appalachian neighborhood. Other information is derived from recent research and personal experiences working with this population. Two particularly pressing issues are jobs and health-related concerns. Appalachians are discriminated against in the job market and neglected in health services. Examination of the elementary school and high school experiences of urban Appalachian children reveals the economic stresses these families encounter, as well as the

strong cultural influences in which they develop. The life experiences of a neighborhood worker from the urban Appalachian background illustrate the difficulties these children face. Interviews with program participants gave a strong sense of the neighborhood as a supportive network with an enclave character. High school is frequently seen as dominated by an alien culture. Social services delivery systems for urban Appalachians should address needs in the neighborhoods while emphasizing personal attention and practical applications in a culturally sensitive fashion. (SLD)

**ED 360 438** UD 029 380

*Hamid, Ansley*  
**The View from New York City's Crack-Plagued Neighborhoods.**

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—9 Jun 92

Contract—433J47000620

Note—47p.

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Black Community, Case Studies, \*Children, \*Crack, \*Disadvantaged Youth, Educational Change, Educational Policy, Elementary Secondary Education, Family Environment, Field Studies, \*Low Income Groups, \*Minority Groups, Neighborhoods, Social Attitudes, Urban Problems, Urban Schools, \*Urban Youth

Identifiers—\*New York (Harlem), New York City Board of Education, Reform Efforts

The educational outlook for children of school age in low-income minority neighborhoods of New York City is discussed, drawing primarily on the researcher's observations in a field study in Central Harlem. The decline the neighborhoods have undergone is summarized; and the role of drugs, especially crack, is discussed. Some opinions of residents are reviewed, and the effects of a deteriorating physical and socioeconomic environment on school-age children and their families are considered. The experiences of three residents, an adult male, a young adult male, and a young mother, are recounted. These respondents were chosen because of the emphasis they placed on schools or education in interviews with the researcher. Recurrent in their remarks are a high level of frustration, the frequency of parental abandonment, perpetuation of social patterns, lack of discipline, peer pressure, and estrangement from community and school. Some policy recommendations are made to improve the situation through a fuller use of the school and its resources. In a "Marshall Plan" for cities, schools could play the roles of islands of stability and act as tutorial villages with services for children and families. Contains 50 references. (SLD)

**ED 360 439** UD 029 381

*Feldman, Harvey W. And Others*  
**Preparing for Prison: Life in San Francisco's Inner-City Neighborhoods.** Draft.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—28 Jan 92

Contract—433J47000818

Note—57p.

Pub Type—Reports - Evaluative (142) - Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Acquired Immune Deficiency Syndrome, \*Adolescents, Blacks, Crime, \*Disadvantaged Youth, Drug Use, Elementary Secondary Education, High Risk Students, Hispanic Americans, \*Inner City, Juvenile Gangs, \*Juvenile Justice, \*Neighborhoods, Poverty, Social Services, Urban Problems, \*Urban Youth, Violence

Identifiers—African Americans, \*California (San Francisco), Latinos

A study of inner-city youth in San Francisco (California) shows that behavior and street ideology once associated exclusively with gangs have now become the world view of a large segment of inner-city young people, especially males. Inner-city young people who aspire to material success do not see a realistic connection between public education and the world of work. From 1981 to 1990 the Youth Environment Study addressed the twin issues of drug use and the AIDS epidemic in San Francisco (California) in areas with the heaviest concentration of families and youth living in poverty. This study, updated by 30 additional interviews with city adolescents, has identified 4 essential aspects of growing up in the inner city as

crucial to understanding behaviors and planning services: (1) the overriding importance of ethnic or racial identity; (2) the existence of a street system of social guidelines for youth; (3) increased importance of drug use and drug dealing as a means of socialization and income; and (4) the rise in the use of violence with advanced weaponry. In the competition between the criminal justice system and the educational system for young people, the criminal justice system has been winning. New policy directions are needed to reconsider the current prohibitionist drug policy, bringing fewer youths into the criminal justice system, and improve the educational system's use of natural neighborhood street systems. (SLD)

**ED 360 440** UD 029 382

*Yates, Janelle*  
**Zora Neale Hurston: A Storyteller's Life.** Unsung Americans.

Report No.—ISBN-0-9623380-1-X

Pub Date—93

Note—105p.

Available from—Ward Hill Press, P.O. Box 04-0424, Staten Island, NY 10304 (paperback, ISBN-0-9623380-1-X, \$9.95; library edition, ISBN-0-9623380-3-6, \$14.95).

Pub Type—Books (010) - Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors—\*Authors, \*Biographies, Black Achievement, \*Black History, Black Literature, Blacks, Cultural Awareness, Cultural Differences, Essays, \*Females, \*Folk Culture, \*Multicultural Education, Novels, Racial Discrimination, Sex Discrimination, Story Telling

Identifiers—African Americans, Florida, \*Hurston (Zora Neale)

The life and work of Zora Neale Hurston, an African American writer and a folklorist (1891-1960), are described for children aged 10 years and older. Emphasis is placed on the author's childhood in rural Florida and her struggles to receive an education. Over the course of her career, Hurston, a trained folklorist, collected two volumes of black folklore, and wrote four novels, an autobiography, and numerous short stories and essays. Relatively less emphasis is placed on her writings, but they are described for children as a celebration of the African American spirit. A chronology outlines Hurston's life, and an epilogue tells of her recognition in recent years. (SLD)

**ED 360 441** UD 029 384

*Bryant, Bunyan Jones, Alan H.*  
**Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers.**

Report No.—ISBN-1-880192-01-2

Pub Date—93

Note—80p.

Available from—Caddo Gap Press, 3145 Geary Boulevard, Suite 275, San Francisco, CA 94118 (\$11.95 plus \$1.50 shipping).

Pub Type—Books (010) - Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Administrators, Black Education, \*Black Students, Disadvantaged Youth, Educational Assessment, Educational Environment, \*Educational Practices, Effective Schools Research, Elementary School Students, Elementary School Teachers, Elementary Secondary Education, \*High Risk Students, Inner City, Instructional Leadership, \*School Effectiveness, Secondary School Students, Secondary School Teachers, Teacher Expectations of Students, \*Urban Schools, Urban Youth

Identifiers—\*African Americans

This handbook focuses on five long-standing correlates for effective schools postulated by the late Ron Edmonds. Edmonds searched long and hard for those variables that were present in successful inner-city schools populated primarily by African American children. His work demonstrated that it is possible to educate so-called hard-to-reach students if the correct ingredients are present in the school environment. The five postulates are: (1) strong administrative leadership; (2) a climate of expectation; (3) the right atmosphere; (4) basic skills; and (5) monitoring of pupil progress. Many educational strategies are suggested as appropriate means of seeking to implement Edmonds' criteria. Most are not new, but many are untested in schools. The genuinely at-risk students of our "nation at risk" have not yet been helped by contemporary

educational reforms, but these strategies offer approaches that may succeed. (SLD)

**ED 360 442** UD 029 385  
Holland House/Boysville Chapter 1 Neglected and Delinquent Program. Product Evaluation Report, 1992-93.

Saginaw Public Schools, Mich. Dept. of Evaluation Services.

Pub Date—Jul 93

Note—18p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Adolescents, Child Neglect, \*Compensatory Education, Delinquency, \*Disadvantaged Youth, Federal Programs, High Schools, \*High School Students, Program Evaluation, Reading Achievement, \*Reading Programs, Residential Programs, Test Results, \*Tutorial Programs, \*Urban Youth

Identifiers—Education Consolidation Improvement Act Chapter 1, Hawkins Stafford Act 1988, \*Saginaw City School System MI

Holland House is a residential program for neglected and delinquent youth in Saginaw (Michigan). In 1992-93, the program received Education Consolidation and Improvement Act Chapter 1 funding, which was used for materials and a teacher and an aide for a reading skills tutorial program. This product evaluation was conducted in 1992-93, and focuses on the degree to which participants achieve the major objectives of the program. Student entry and exit normal curve equivalent (NCE) scores on the Woodcock Johnson Tests of Achievement—Standard Battery were compared. Twenty-five students were served by the program in 1992-93 (14 Black, 9 White, and 2 Hispanic), and 11 students for whom there were complete data were considered in the study. The grant performance criterion specified that students would improve more than three NCEs in reading. Test scores indicate that the program attained its objective in both basic and advanced reading. Seven of the 11 evidenced gains in both areas, 1 experienced a gain in only 1 area, and 3 showed losses in both. Recommendations for program improvement are offered. Three tables present study findings. Four appendices contain a weekly evaluation form and three additional tables. (SLD)

**ED 360 443** UD 029 387  
Rodriguez, Esther M. Nettles, Michael T.

Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project.

State Higher Education Executive Officers Association.

Pub Date—May 93

Note—31p.

Available from—State Higher Education Executive Officers, 707 Seventeenth Street, Suite 2700, Denver, CO 80202-3427 (\$5 prepaid).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, American Indians, Black Students, Disadvantaged Youth, \*Economic Factors, Educational Objectives, Elementary Secondary Education, Equal Education, \*Equal Opportunities (Jobs), Hispanic Americans, Literacy, \*Minority Group Children, Postsecondary Education, \*Racial Differences, \*Socioeconomic Status, White Students, Youth Problems

Identifiers—African Americans, American Indian Students, Hispanic American Students, Latinos, \*National Education Goals 1990, State Higher Education Executive Officers Assn

Goal Five of the National Education Goals states that by the year 2000, every American will be literate and will possess the knowledge and skills to compete in a global economy and exercise the rights and responsibilities of citizenship. This report examines the challenges and progress of minorities compared to Whites in reaching Goal 5, focusing on educational achievement and workplace success. Overall performance of American students on national literacy assessments is low, and this is especially true for minority students. African American, Latino, and American Indian students take fewer mathematics and science courses than do their White and Asian American counterparts and are less likely to be in academic programs. Minority students are less likely to participate in postsecondary education and have less information about its

importance. Young workers, especially minority workers, have the greatest difficulty in finding and keeping jobs, and are greatly underrepresented in professional jobs and technical specialties. Further research and evaluation show that new initiatives, such as apprenticeship programs and innovative occupational training, are necessary to close the gaps between minorities and the White mainstream. Seven tables and two figures present study data. An appendix contains the "Leadership Statement of Nine Principles on Equity and Educational Testing and Assessment." (SLD)

**ED 360 444** UD 029 388

Mercurio, Kristine

Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

Pub Date—92

Contract—T003A90330

Note—17p.

Available from—Office of Research, Evaluation, and Assessment, New York City Public Schools, 110 Livingston Street, Room 732, Brooklyn, NY 11201.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, \*Career Awareness, Cultural Awareness, English (Second Language), Haitian Creole, \*Haitians, High Schools, \*High School Students, \*Hispanic Americans, Limited English Speaking, Native Language Instruction, Program Evaluation, Program Improvement, Spanish, Student Attitudes, \*Urban Youth

Identifiers—Hispanic American Students, New York City Board of Education, \*Project CAP (Haitian Hispanic Students), \*Transitional Bilingual Education Programs

The Career Awareness Program for Bilingual Haitian and Hispanic Students (CAP) in New York City was designed to provide these high school students of limited English proficiency with instruction in English as a Second Language (ESL), native language arts (NLA), and content area subjects taught bilingually. It also was intended to provide students with personal counseling, tutoring, and orientation to American education and culture. The design also included plans for parent outreach activities. The project enrolled 365 students. Of these, 287 were Haitian and 32 spoke Spanish as primary language. For the most part, the project carried out activities proposed in its design. The project met its objectives for guidance and counseling, career conferences, and staff development, but did not meet its objectives for ESL, NLA instruction in Haitian, and attitude toward school. Objectives for staff awareness of pupil needs and problems and for parental involvement could not be evaluated due to lack of data. Recommendations are made for program improvement, especially in English language and NLA, and improved program evaluation. Appendixes discuss data collection and analysis and instructional materials. (SLD)

**ED 360 445** UD 029 391

Boyd, William L. Raffel, Jeffrey A.

Urban Education Today.

Temple Univ., Philadelphia. Center for Research in Human Development and Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CRHDE-92-9

Pub Date—92

Note—11p.; A journal article reprinted in the CRHDE Publication series.

Journal Cit—Journal of Planning Literature; v5 n1 p22-28 Aug 1990

Pub Type—Reports - Evaluative (142) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, \*Disadvantaged Youth, \*Educational Change, Elementary School Students, Elementary Secondary Education, English (Second Language), Financial Support, \*High Risk Students, Information Dissemination, Limited English Speaking, \*Minority Groups, \*School Organization, Secondary School Students, Social Services, Teacher Supply and Demand, Urban Problems, \*Urban Schools, Urban Youth

Identifiers—\*Reform Efforts

Problems that beset urban education in general

are analyzed, and solutions are discussed and evaluated by a policy working group of the National Association of State Universities and Land Grant Colleges. The most acute problem in American education involves the unmet needs of disadvantaged students, who are heavily concentrated in urban school systems. Almost every one of our nation's largest city school systems has a predominantly minority enrollment and a high percentage of students whose first language is not English. Accepting that the nation must invest in at-risk students, and that the Federal Government should lead in this process, the following five areas identify specific needs that must be addressed: (1) assisting urban students through social services; (2) addressing teacher shortages and needs; (3) developing and disseminating information about effective teaching and instructional technology; (4) developing appropriate organizational arrangements; and (5) solving financial problems with increased aid. Specific recommendations are made for national action, which include teacher pension programs, incentives for teacher improvement, programs for minority students, and encouragement of innovation in instruction and organization. Urban universities have an important role to play in forming partnerships with urban educators to promote educational quality. (SLD)

**ED 360 446** UD 029 392

Wang, Margaret C.

Effective School Responses to Student Diversity:

Challenges and Prospects.

Temple Univ., Philadelphia. Center for Research in Human Development and Education.

Report No.—CRHDE-92-4

Pub Date—92

Note—10p.; Reprinted from an Issue Brief on Special Education published October 1991 by the National Association of State Boards of Education.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Classification, \*Disabilities, \*Educational Change, Educational Discrimination, Educational Policy, Elementary School Students, Elementary Secondary Education, \*Equal Education, Futures (of Society), Multicultural Education, \*Nondiscriminatory Education, School Administration, Secondary School Students, \*Special Education, Special Needs Students, Stereotypes, \*Student Placement

Identifiers—Diversity (Student), \*Reform Efforts

Some of the major barriers to progress in special education reform are highlighted, and critical issues for improving the prospects of achieving equity in schooling success for all of the children in U.S. schools are discussed. Vignettes illustrate what new programs and policies for helping students might actually mean for the students and their families. One of the most significant problems in special education is the way in which students are classified and placed in special education programs, with the related problems of labeling and stereotyping. Once placement has been made, students often suffer from inescapable isolation. Achieving success in special education reform requires progress on policy, administration, and programming. A first step should be eliminating the inherent disincentives in current funding. On an administrative level, it is crucial to empower building-level administrators and staff to assemble resources they need. From a programmatic point of view, special education must be understood in terms of the whole education enterprise. The vignettes suggested for the year 2000 represent better acknowledgment of and response to student diversity and better coordination among providers of education and services. (SLD)

**ED 360 447** UD 029 402

Baker, Gwendolyn C.

Planning and Organizing for Multicultural Instruction. Second Edition.

Report No.—ISBN-0-201-86112-7

Pub Date—93

Note—372p.

Available from—Addison Wesley Distribution Center, 5851 Guinan Road, Indianapolis, IN 46254.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Academic Achievement, \*Cultural Awareness, \*Curriculum Development, \*Educational Planning, Educational Practices, Elementary Secondary Education, Higher Education, Language Arts, Mathematics Instruction, \*Multicultural Education, Music, \*Organization, Sci-



ence Instruction, Social Studies, Teacher Education, \*Teaching Methods

This book presents a conceptual approach to multicultural education, with practical suggestions for achieving education that is multicultural throughout every facet of its structure and process. A step-by-step method is offered for developing a multicultural curriculum, and various teaching strategies and techniques applicable to classroom situations are discussed. These methods cover all content areas, including specific advice for art, language arts, mathematics, music, science, and social studies. The rationale for the necessity of multicultural education is also discussed. The book can be used as a textbook for undergraduate or graduate students as well as a reference for inservice teachers. Chapter 4 contains a practical model for preparing teachers to teach. (SLD)

**ED 360 448** UD 029 403  
**Lossing Generations: Adolescents in High-Risk Settings.**

National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.

Report No.—ISBN-0-309-04828-1

Pub Date—93

Note—291p.

Available from—Marketing Department, National Academy Press, 2101 Connecticut Avenue, N.W., Washington, DC 20418 (\$29.95).

Pub Type—Books (010) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.**

Descriptors—Access to Education, \*Adolescents, Community Influence, \*Disadvantaged Youth, \*Economically Disadvantaged, Educational Practices, Education Work Relationship, Family Income, Grade Repetition, \*High Risk Students, Low Income Groups, Public Policy, Secondary Education, Secondary School Students, \*Social Problems, Urban Culture, Urban Schools, \*Urban Youth

By focusing on the settings and environments in which high-risk young people are living, this book fixes responsibility on society as a whole. High-risk settings do not just happen, but are the result of public policies and national choices. The Panel on High-Risk Youth of the National Research Council attempts to clarify forces tearing apart critical institutions in the lives of adolescents. Among the factors shaping the settings in which adolescents live, family income is perhaps the most critical. A severe decline in economic security is accompanied by an increase in single-parent households and reduced time parents can spend with children. The child welfare system and foster care are failing to provide a safety net. Neighborhoods are not the sources of support they should be, health systems and social services are not adequate, and traditional education practices contribute to high rates of failure for low-achieving students. Tracking and retaining students in grade, the historic means of addressing low achievement, are demonstrably not succeeding. School systems often compound the problems of students, and then the transition to work is not facilitated, and has not been supported, by adequate vocational education. The role of the juvenile justice system is also outlined. Suggestions are made for improving societal conditions and educational practices, and for improved social science and educational research. (SLD)

**ED 360 449** UD 029 404

**Brunner, Ilse Hopfenberg, Wendy**

**Growth and Learning in Accelerated Schools: Big Wheels and Little Wheels Interacting.**

Pub Date—Dec 92

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

Available from—Accelerated Schools Project, Center for Education Research at Stanford 109, Stanford University, Stanford, CA 94305-3084.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Case Studies, Community Development, Educational Change, \*Educational Cooperation, Educational Innovation, Educational Responsibility, Elementary School Students, Intermediate Grades, \*Middle Schools, Models, Parent Participation, School Based Management, \*School Restructuring, Teacher Expectations of Students, Teaching

#### Methods

Identifiers—\*Accelerated Schools, Middle School Students, Teacher Empowerment

The Accelerated Schools Project has the overall purpose of creating the best schools for all children so that every child has the opportunity to become a creative, critical, and productive member of society. The project represents a philosophy and a process for transforming conventional schools into accelerated ones where powerful learning experiences are daily occurrences for all members of the school community. The three central principles of accelerated schools are: unity of purpose through active collaboration of parents, teachers, students, staff, and community; empowerment through responsibility; and building on strengths. The Accelerated Schools Project staff develops, refines, and transmits the model to school practitioners who actually use the model to transform school communities. The concept of "big wheels" and "little wheels" interacting has helped participants in the Accelerated Schools Project make sense of the changes occurring in accelerating school sites. The "big wheels" are the formal, explicit components of the state-of-the-art accelerated schools model that are bought into by all participants. For school communities, involve engaging collaboratively in bringing the model to life. The "little wheels", on the other hand, are the spin-offs of the public and collaborative big wheel experiences; they are the informal innovations that individuals and small groups initiate as a result of participating in big wheel activities. Two case studies from an inner-city middle school demonstrate the interactions of the big and little wheels in the areas of family involvement and instruction. These case studies illustrate that all components of the accelerated schools model have the potential to spin off little wheels and that design and implementation are necessarily integrated. (SLD)

**ED 360 450** UD 029 406

**Feldman, Benjamin I. Rafferty, Eileen R.**

**Familial Configuration Influences on the Educational Performance of Urban High School Freshmen.**

Pub Date—Apr 93

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Attendance, Cluster Analysis, Ethnography, Family Influence, \*Family Structure, Grade 9, Grade Point Average, \*High School Freshmen, High Schools, Public Schools, Sex Differences, Urban Schools, \*Urban Youth

Identifiers—Student Surveys

An ethnographic study assessed the family constellations of ninth graders in an urban public school through cluster analysis. Survey data were collected from a random sample of 120 high school freshmen and were used to compute 4 variables for each student: (1) presence of the mother in the home; (2) presence of the father in the home; (3) presence of other adults in the home; and (4) presence of other children in the home. The familial configurations of subjects were extended maternal (n=7), nuclear family (n=26), mother with children (n=46), orphaned (n=13), only child (n=21), and adopted (n=7). Family constellation, determined by cluster analysis, and gender served as independent variables in a general linear model used to assess student attendance at school and grade point average. Results indicate that the educational performance of males and females differs with respect to the types of familial configurations in which they find themselves. Females appear to perform most poorly in family units characterized by mother's presence and father's absence, but males perform best in groups where the mother and/or maternal relations were present. Contrary to expectations, males in this group of students perform best when the father is absent from the family configuration. This ethnographic approach appears promising for revising familial configuration effects within heterogeneous and transient populations. Two tables present study data. (SLD)

**ED 360 451** UD 029 407

**Holland, Ann K. Marsiglia, Flavio F.**

**The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991.**

Pub Date—Apr 93

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Black Students, \*Children, Cohort Analysis, Disadvantaged Youth, \*Economically Disadvantaged, \*Educational Experience, Elementary Secondary Education, \*Homeless People, Longitudinal Studies, Poverty, Program Improvement, \*Student Mobility, Trend Analysis, Urban Problems, \*Urban Schools, Urban Youth

Identifiers—African Americans, \*Cleveland Public Schools OH

The social and educational status of children from homeless families was studied in four cohorts of Cleveland (Ohio) public school students who requested transportation from homeless shelters for the school years from 1987-88 to 1990-91. Total cohort size ranged from the 1987-88 high of 39 students to the 1990-91 low of 22 students, with 36 students in 1988-89 and 28 students in 1989-90. In the second through fourth cohorts there was a higher percentage of African American students than the 69 percent typical of the school district. The great majority of students in all cohorts were elementary school students, and almost all received free or reduced price meals. Between 7 and 13 percent withdrew in each cohort year, but few actually dropped out of school. The suspension rate for all cohorts was relatively low, but over half transferred at least once during the year of homelessness. Overall results suggest that the experience of homelessness is not as detrimental to the educational experience as had been hypothesized, although the experience appears more detrimental for secondary school students. Cohort students did not evidence particular behavioral problems. Support and special programs appeared influential in keeping homeless students in school. Recommendations are made for program improvement. Appendix A contains a table of cohort data. Appendixes B through J contain bar graphs of student characteristics. (SLD)

**ED 360 452** UD 029 408

**Cook, Lenora**

**The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders.**

Spons Agency—California State Univ., Dominguez Hills.

Pub Date—93

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Action Research, Black Students, Books, Economically Disadvantaged, Elementary Education, \*Elementary School Students, Hispanic Americans, Home Study, Intermediate Grades, Parent Participation, Reading Attitudes, \*Recreational Reading, \*Student Attitudes, \*Supplementary Reading Materials, Urban Schools, \*Urban Youth

Identifiers—\*Compton Unified School District CA, Hispanic American Students, Student Surveys, \*Trade Books

The effects of infusing tradebooks into the school and home environments of non-White, low socioeconomic status, urban third through fifth graders were studied. Tradebooks are books with a purpose that is not school-based. The study was conducted in an urban kindergarten through grade 5 school in the Los Angeles (California) area, where 59 percent of the students are Hispanic American and 40 percent are Black. An action research approach was chosen. Every target classroom was provided with a book box of tradebooks on various subjects for students to read and share at home. Students were interviewed about their use of these books and their attitudes toward reading. Entry and exit interviews with more than 100 children indicated that many had non-school based materials at home, mostly stories based on films or television. From entry to exit there was little stated change in children's expressed attitudes toward reading, but their responses to the availability of these books were favorable. Although no conclusive proof of the importance of tradebooks for promoting developmental reading is offered, some striking comments by children and adults do demonstrate positive effects of providing reading

material. Eleven tables present study findings. Appendix A is the letter used to solicit research assistants. Appendix B contains the interview instruments. Appendix C is the project evaluation form for the research assistants. (SLD)

ED 360 453 UD 029 409

Enger, John M. And Others  
Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent Black Males.

Pub Date—Apr 93

Note—8p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adolescents, \*Black Students, Disadvantaged Youth, \*High Risk Students, Junior High Schools, Junior High School Students, \*Locus of Control, \*Males, \*Parent Child Relationship, Predictor Variables, Program Evaluation, Rural Areas, Student Problems, \*Verbal Communication, Youth Programs

Identifiers—Internal-Externality, \*Positive Impact Program  
In response to concerns about the academic and discipline problems of young black male students in a small southern town, the Positive Impact Program (PIP) was developed for at-risk black males. Two possible at-risk factors, locus of control and the quality of parental verbal interaction, were studied for participants in the PIP. Locus of control and communications with parents were compared to those of previously normed groups. Subjects were 42 black males in grades 6, 7, and 8 identified as at-risk by teachers. The sample was found to be more externally controlled than the normative sample of same-age students, but equivalent to that of previously studied at-risk groups. The Verbal Interaction Questionnaire (developed by P. C. Blake in 1991) scores were comparable to those for rural predominantly white male and female high school students. In general, students more internally controlled reported having more positive parental verbal communication, while those more externally controlled had more negative parental verbal communication. Eighteen of the 42 boys were in the PIP, but no significant differences were found for these students on either measure, and no locus of control scores were available from the period before PIP participation. Additional program evaluation will be conducted. One table contrasts students in the PIP and non-PIP groups. (SLD)

ED 360 454 UD 029 410

O'Brien, Thomas V.  
Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961.

Pub Date—Apr 93

Note—26p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Black Education, Classroom Desegregation, \*Community Attitudes, \*Desegregation Litigation, Educational History, \*Educational Trends, Elementary Secondary Education, Integration Readiness, Public Schools, \*Racial Attitudes, School Demography, \*School Desegregation, Social History, State Government, Voluntary Desegregation

Identifiers—\*Brown v Board of Education, \*Georgia, Policy Implications, Social Movements

An interpretive overview of Georgia's response to the 1954 school desegregation decision is presented. The study, approached historically, concludes that massive resistance to desegregation crumbled in the state in large part due to forces within the state. It is argued that the public's commitment to public education was stronger than its support of strict segregation, and this was significant because it took state government out of the business of legislating resistance and thus moved Georgia toward a more free and equitable society. Bibliographies list 64 primary and secondary sources. (SLD)

ED 360 455 UD 029 411

Gleaves, Kenneth A.  
African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest.

Pub Date—Apr 93

Note—19p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Black Students, Comparative Analysis, Educational Attitudes, \*Elementary School Students, Grade 6, Grades (Scholastic), Intermediate Grades, Interviews, \*Justice, \*Science Interest, \*Sex Differences, \*Student Attitudes, Student Interests, Student Placement, Summer Programs, Test Results

Identifiers—African Americans

African American urban sixth graders (28 males and 22 females), the majority of whom tested at or above grade level on the Iowa Basic Skills Test, were interviewed about 2 methods of selecting students for a summer science program. One method focused on student grades, and the other method focused on student interest in science. Subjects initially did not distinguish one method as significantly fairer than the other. By the end of the interview, however, approximately one-third of the subjects chose the selection method based on grades/test scores as fairer, while approximately one-third chose the method based on student interest as fairer, and the remaining subjects took various other positions. Male subjects shifted from an initial preference for student selection by grades to a more uncertain position. Female subjects continued to rate student selection by grades as a fairer selection process. Subject responses to the fairness of selection methods produced four themes relating to their views on the purpose of school. Implications of African American students' perceptions of fairness of student selection methods and subsequent views of the purpose of school are discussed. Two tables present study data. (Author/SLD)

ED 360 456 UD 029 412

Kahn, Peter H., Jr. Friedman, Baya  
Environmental Views and Values of Children in an Inner-City Black Community.

Spons Agency—Texas Education Agency, Austin.

Pub Date—Mar 93

Note—28p. Paper presented at the Biennial Meeting of the Society for Research in Child Development (March 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Black Students, Children, Conservation (Environment), Disadvantaged Youth, Ecology, Elementary Education, \*Elementary School Students, \*Inner City, Knowledge Level, Moral Values, Poverty, \*Student Attitudes, Urban Problems, \*Urban Youth, Water Pollution

Identifiers—\*Environmental Attitudes, Houston Independent School District TX, Pollutants

The understandings of and interest in the environment of children in an inner-city black community were studied. To investigate their environmental moral reasoning, children's evaluations and supporting justifications were assessed regarding a hypothetical scenario that involved polluting a local waterway. Seventy-two children, 12 males and 12 females from each of 3 grade levels (1, 3, and 5), from a Houston (Texas) elementary school were interviewed. Virtually all were black, and most received the free lunch program. Subjects' general environmental knowledge and attitudes were evaluated, and questions were asked about the hypothetical polluting of a bayou near the school. Results confirm the personal and moral importance that the environment has for these inner-city children. They have talked about environmental issues in their homes and are aware of the problems of pollution. Environmental harm matters to these children, and they view polluting the bayou as a violation of a moral obligation. The constraints of living in the inner-city have not diminished their appreciation for nature. Four tables present student interests and characteristics. Contains 43 references. (S&D)

ED 360 457 UD 029 413

Thompson, Bruce And Others  
Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students.

Pub Date—Apr 93

Note—20p. Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Career Exploration, \*Career Planning, Educational Assessment, Equal Opportunities (Jobs), \*Health Occupations, High Schools, \*High School Students, \*Hispanic Americans, Knowledge Level, \*Magnet Schools, Minority Groups, Occupational Aspiration, \*Student Attitudes

Identifiers—\*Hispanic American Students, Texas

The present study explored the perceptions of 664 Hispanic and non-minority high school students as regards barriers to entering health professions and the characteristics of health career jobs. Students were enrolled in a high school for the health professions or an enrichment add-on intervention, or were members of an honor society contrast group. The students were remarkably similar in their perceptions of barriers to entering health professions, and in attitudes toward health careers. Differences in student knowledge about health careers were noted. (Author)

ED 360 458 UD 029 414

Hopfenberg, Wendy S.  
The Accelerated Middle School: Moving from Concept toward Reality.

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.

Pub Date—Apr 91

Note—29p. Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

Available from—Center for Education Research at Stanford, Stanford University, Stanford, CA 94305-3084.

Pub Type—Reports—Descriptive (141)—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Children, Disadvantaged Youth, \*Educational Change, \*High Risk Students, Hispanic Americans, Inner City, Junior High Schools, \*Junior High School Students, \*Middle Schools, Minority Group Children, Pilot Projects, Public Schools, School Based Management, \*School Restructuring, Teacher Expectations of Students, \*Urban Youth

Identifiers—\*Accelerated Schools, California (San Francisco Bay Area), Middle School Students

The experiences of the first middle school to pilot the ideas and concepts of the Accelerated Schools Project are described. The school is an inner-city public school with a population of at-risk students presently scoring below district and state achievement averages. The 689 students are 53 percent Hispanic, 23 percent Portuguese, 17 percent White, 3 percent Asian, 2 percent Filipino, and 2 percent African American. The Accelerated Schools Project is working to develop schools in which all children will succeed by closing the achievement gap early in schooling and accelerating learning by making it occur more efficiently. The middle school level adds some dimensions to the elementary school applications of the accelerated schools philosophy, in terms of student involvement and curricular, instructional, and organizational changes. The principles of the Accelerated Schools movement are articulated, and how they are applied in the school setting is reviewed. The experiences of the pilot middle school in the San Francisco Bay Area (California) are detailed as they begin to set priorities and create governance structures. The ongoing documentation processes of the pilot school are described. (SLD)

ED 360 459 UD 029 415

Finnan, Christine  
Becoming an Accelerated Middle School: Initiating School Culture Change.

Pub Date—Dec 92

Note—201p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Disadvantaged Youth, \*Educational Change, Educational Environment, Ethnography, High Risk Students, Hispanic Americans, Inner City, Junior High Schools, \*Junior High School Students, \*Middle Schools, Pilot Projects, Program Evaluation, \*Program Implementation, \*School Restructuring, Teacher Expectations of Students, Urban Schools

Identifiers—\*Accelerated Schools, Hispanic American Students, Middle School Students, Reform Efforts, \*School Culture

An ethnographic study was conducted of the first

year of implementation of the Accelerated Schools Project in a pilot middle school. The interaction between intervention and the existing school culture is studied through multiple interviews with teachers, support staff, administrators, students, and parents as well as observation and review of relevant documents. The goals of the Accelerated Schools Project are to raise expectations for students in high-risk situations and to move decision making about curriculum, instruction, and organization of schools to the school level. Calhoun Middle School is an inner-city school in California with a largely Hispanic population. The Accelerated Schools philosophy and process were implemented in the school. The inquiry process of implementation and the five cadres established to study instruction, culture, student interaction, family involvement, and curriculum are reviewed. Primary changes observed in the first year were related to staff, administration, and school organization. Problems in the process, including the state fiscal crisis, are described; and factors that kept the effort alive are detailed. An epilogue sketches the second project year. (SLD)

**ED 360 460** UD 029 416

**Reinvesting Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. Executive Summary.**

Office of Policy and Planning (ED), Washington, DC.

Pub Date—Feb 93

Note—38p. For the full report, see ED 355 329.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Academic Standards, Accountability, \*Compensatory Education, \*Disadvantaged Youth, Economically Disadvantaged, \*Educational Change, Educational Policy, Elementary Secondary Education, Federal Programs, \*Financial Support, Government Role, Poverty, Program Development, Program Evaluation, \*Program Improvement

Identifiers—\*Education Consolidation Improvement Act Chapter 1, \*Hawkins Stafford Act 1988, National Education Goals 1990, Reform Efforts  
It is time to revise the Chapter 1 program to prepare disadvantaged children to meet the challenges of the National Education Goals. The Chapter 1 program must be aligned with larger reforms to develop higher standards for student performance and greater accountability. The gap in achievement between disadvantaged and other students means that high-poverty schools will have much greater difficulty in meeting the National Education Goals. The Hawkins-Stafford Amendments were a step toward holding Chapter 1 projects accountable for improved performance and they sought to provide the supports needed to implement change within the program. Since the amendments' enactment, however, the nation has moved to reform education, and is outpacing the Hawkins-Stafford reforms. Research shows that the current program is not helping to close the achievement gap. Fundamental changes must require high standards for all children, with strategies that promote them. Ten important directions for the reform of Chapter 1 are described. Six exhibits illustrate the discussion. (SLD)

**ED 360 461** UD 029 417

*Sotomayor, Maria, Ed.*

**Empowering Hispanic Families: A Critical Issue for the 90s.**

Report No.—ISBN-0-87304-243-3

Pub Date—91

Note—237p.; Foreword by Juan Ramos.

Available from—Family Service America, Inc., 11700 West Lake Park Drive, Milwaukee, WI 53224.

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Acculturation, \*Cultural Awareness, Delinquency, Demography, Disadvantaged Youth, Elementary Secondary Education, \*Family Role, \*Hispanic Americans, Latin Americans, Mental Health Programs, Needs Assessment, Older Adults, Puerto Ricans, \*Social Services, Spanish Speaking, Urban Problems

Identifiers—\*Empowerment, \*Latinos

The chapters of this book will guide discourse about the service needs of the Hispanic population and provide a significant knowledge base for understanding the strengths of Hispanics, for whom the family is central and crucial. Following an introduction by M. Sotomayor, the following chapters are

presented: (1) "Hispanics in the Past Two Decades, Latinos in the Next Two: Hindsight and Foresight" (G. Gonzalez); (2) "The Changing Demographic Face of Hispanics in the United States" (A. Garcia); (3) "Patterns and Consequences of Illegal Drug Use among Hispanics" (M. De La Rosa); (4) "AIDS: A Challenge to Hispanics and their Families" (F. I. Soriano); (5) "Strengthening Family and School Bonds in Promoting Hispanic Children's School Performance" (H. Curiel); (6) "Phenotyping, Acculturation, and Bicultural Assimilation of Mexican Americans" (F. F. Montalvo); (7) "Sensitive Mental Health Services for Low-Income Puerto Rican Families" (A. Facundo); (8) "Mental Health Services and the Hispanic Elderly" (M. R. Miranda); (9) "Older Hispanic Women: A Decade in Review" (E. Bastida and R. Juarez); (10) "Culturally Relevant Services for Hispanic Elderly" (J. S. Gallegos); and (11) "Juvenile Delinquency among Hispanics: The Role of the Family in Prevention and Treatment" (A. T. Rio, D. A. Santisteban, and J. Szapocznik). (SLD)

**ED 360 462** UD 029 418

*Benson, Peter L. Roethkepartain, Eugene C.*

**Youth in Single-Parent Families: Risk and Resilience. Background Paper.**

Search Inst., Minneapolis, MN.

Spons Agency—Lutheran Brotherhood, Minneapolis, MN.

Pub Date—Jul 93

Note—25p.

Available from—Search Institute, Thresher Square West, Suite 210, 700 South Third Street, Minneapolis, MN 55415.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Adolescents, Behavior Patterns, \*Disadvantaged Youth, Divorce, Elementary School Students, Elementary Secondary Education, Family Characteristics, Family Influence, Family Problems, \*Family Structure, \*High Risk Students, Nuclear Family, \*One Parent Family, Secondary School Students, Urban Youth

Identifiers—\*Resilience (Personality)  
To gain perspective on how the structure of a family impacts young people, data from a national study conducted by the Search Institute were reexamined. Of the 47,000 students of the study, 8,266 live in a single parent household, due largely to divorce. Analysis focused on at-risk behavior, deficits, and the dynamics of healthy single-parent families that help them beat the odds. The issues are too complex, and the perspectives and values too diverse to settle in a single discussion, but it appears that categorical statements about two-parent families being good and single-parent families being bad overstate the case. Two-parent families have an edge, but being in one is no guarantee that a young person will have the nurture, control, and guidance needed to grow up healthy. Being a single parent is tough, and living in such a family structure is not ideal for children, but with special effort and with the support of institutions, communities, and individuals around them, single-parent families can be supportive and healthy families in which young people can thrive. Six figures provide details of the situations of single families. (SLD)

**ED 360 463** UD 029 420

*Lukes, Marguerite, Ed. Rawson, Katherine, Ed.*

**Páginas from Life: Families Write Together = Páginas de la Vida: Familias Escriben Juntas.**

Pub Date—93

Note—47p.

Available from—Books Project/Network of Educators on the Americas, 1118 22nd Street, N.W., Washington, DC 20037.

Language—English; Spanish

Pub Type—Books (010) — Creative Works (030) — Multilingual/Bilingual Materials (171)

**Document Not Available from EDRS.**

Descriptors—Autobiographies, \*Cultural Differences, Disadvantaged Youth, Economically Disadvantaged, English, \*Family Life, \*Fiction, Immigrants, Library Services, Minority Groups, \*Parent Participation, Poverty, Spanish, Story Telling, Teacher Education, Urban Areas, Workshops, \*Writing Instruction

Identifiers—\*District of Columbia, \*Story Writing  
On Saturdays, neighbors in the Mount Pleasant area of the District of Columbia come together to participate in the family involvement component of The Books Project, a teacher education program

that trains teachers to implement writing workshops in language diverse classrooms. The Family Involvement Project expands The Books Project to include parents and involve them in writing workshops. This anthology presents some of the stories written by parents and children. Some are presented in English, but those that were written in Spanish are published in both languages. The 36 stories of this collection illuminate many of the themes of urban life for the disadvantaged, touching on racial and ethnic issues, family and school experiences, and the experiences of poverty. (SLD)

**ED 360 464** UD 029 421

*Lewis, Michael*

**The Culture of Inequality. Second Edition, with a New Introduction.**

Report No.—ISBN-0-87023-857-4

Pub Date—93

Note—230p.

Available from—University of Massachusetts Press, Box 429, Amherst, MA 01004 (\$13.95).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Ability, \*Access to Education, \*Culture, Disadvantaged Youth, Dropout, Educational Change, Elementary Secondary Education, \*Equal Education, Equal Opportunities (Jobs), \*Failure, \*Futures (of Society), Literacy, School Effectiveness, \*Social Discrimination, Social Values, Urban Schools, Urban Youth

This book originally written in 1978, houses a pessimistic view of American culture that the author sees no reason to modify. The central argument is that the national faith in individual initiative and free opportunity has become a breeding ground for guilt about our own limited successes and prejudice against all who exhibit signs of failure. Among the many ways society fails the disadvantaged is through the educational system. American schools graduate thousands of students who are functionally illiterate, and thousands more drop out before mastering basic skills. American schools are undernourished and bureaucratic rigidity plays a role in their failures, but the underlying causes of educational failure are found in a view of failure as a matter of insufficient capability rather than insufficient effort. Allowing educational failure to continue allows many to distinguish themselves from those who fail, as it serves a certain usefulness in the individual-as-central mentality. The epilogue makes the point that the culture of inequality created is not likely to be changed in positive ways, but that estrangement will increase and inequalities will grow. (SLD)

**ED 360 465** UD 029 424

*Perez, Sonia M. Martinez, Deirdre*

**State of Hispanic America 1993: Toward a Latino**

**Anti-Poverty Agenda.**

National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.

Pub Date—Jul 93

Note—52p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Affirmative Action, Children, Civil Rights, Disadvantaged Youth, Economically Disadvantaged, Educational Attainment, Elementary Secondary Education, Equal Education, \*Equal Opportunities (Jobs), Fatherless Family, \*Hispanic Americans, Housing, \*Policy Formation, \*Poverty, \*Public Policy, Racial Discrimination, \*Urban Problems

Identifiers—\*Latinos

With this report the National Council of La Raza begins to formulate a coherent framework for assessing proposed solutions to the problems of Hispanic American poverty. Poverty among Hispanic Americans is persistent and severe. More than one in four Hispanic Americans and two in five Hispanic children are poor. This discussion of the dimensions of Latino poverty reveals that the disadvantaged economic situation can be explained largely by the poverty of the four groups: the working poor; female-headed households; Puerto Ricans; and children. The outcomes of the following four public policy strategies on Hispanic poverty are considered: (1) equalizing educational attainment; (2) eliminating the effects of employment discrimination; (3) making work more rewarding; and (4) guaranteeing affordable housing. Other issues cannot be ignored, but anti-poverty approaches that address these four issues have the potential to reduce the number of Hispanic poor significantly. In addition,



these strategies are amenable to statistical analysis to determine their real effects. Of the four approaches, equalizing educational attainment appears to have the most significant effect on poverty. Looking beyond the traditional civil rights issues to broader policy concerns will benefit the Hispanic American community. Nine figures illustrate the report. (SLD)

## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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Descriptor \_\_\_\_\_ Microcomputers  
 Title \_\_\_\_\_ Public Education and Electronic Technologies.  
 ED 226 725 \_\_\_\_\_ Accession  
 Number

Identifier \_\_\_\_\_ National Assessment of Educational Progress  
 Title \_\_\_\_\_ Reading, Science, and Mathematics Trends. A  
 Closer Look.  
 ED 227 159 \_\_\_\_\_ Accession  
 Number

### Ability Grouping

Hierarchical Linear Modeling of Class Ability  
 Range on Student Mathematics Achievement.  
 ED 360 317

### Abstract Reasoning

The Convergence of Relational and Interpersonal  
 Knowing in Young Adult's Epistemological De-  
 velopment.  
 ED 360 328

### Abstracts

Resources in Education (RIE). Volume 28, Num-  
 ber 12.  
 ED 359 316

### Academic Achievement

Academic Options for Students Affected by the  
 Standards for Student Success.  
 ED 360 011

The Academic Performance of PVCC Students  
 Transferring to Virginia Public Senior Institutions  
 of Higher Education (1991-92). Research Report  
 Number 4-93 and PVCC Institutional Brief No.  
 93-6.  
 ED 360 023

Achievement of Goal Three of the Six National  
 Education Goals. ERIC Digest.  
 ED 360 221

Achieving the National Education Goals: The  
 Status of Minorities in Today's Global Economy.  
 A Policy Report of the State Higher Education  
 Executive Officers Minority Student Achieve-  
 ment Project.  
 ED 360 443

African American Educational Excellence. Plan-  
 ning Symposium Proceedings for the Develop-  
 ment of the Center for Applied Cultural Studies  
 and Educational Achievement (Long Beach, Cali-  
 fornia, January 27, 1989).  
 ED 360 424

ALERT: Student Retention Tracking System.  
 Faculty Handbook, 1990-91.  
 ED 360 012

Alliance for Excellence: A Partnership between  
 Black Churches & Area Colleges for the Advance-  
 ment of Minorities in Higher Education.  
 ED 360 029

America's High School Sophomores: A Ten Year  
 Comparison, 1980-1990.  
 ED 360 318

Analysis of Major Outcome Indicators for Middle  
 Grade Students in the New Orleans Public  
 Schools.  
 ED 360 390

An Analysis of Report Cards on Schools: How  
 Community/School Characteristics Impact Stu-  
 dent Outcomes.  
 ED 360 390

Austin's Priority Schools: Successful after 5  
 Years?  
 ED 359 597

Comments on the NAE Evaluation of the NAGB  
 Achievement Levels.  
 ED 360 398

Cooperative Learning in a College Chemistry  
 Course.  
 ED 359 874

District-Wide Testing Results, Technical Report,  
 1991-92. OPET Report.  
 ED 360 341

Effects of Day Care on Elementary School Perfor-  
 mance and Adjustment.  
 ED 360 052

Effects That the Developmentally Appropriate  
 Process Makes on Curriculum of a Rural Eleme-  
 ntary School.  
 ED 360 082

The Effect That Method of Instruction Has on  
 Achievement in Core Academic Content Areas.  
 ED 360 265

Familial Configuration Influences on the Educa-  
 tional Performance of Urban High School Fresh-  
 men.  
 ED 360 450

Giving Beginning College Students a Chance for  
 Success. A Report of a 20-Year Experiment with  
 Non-traditional Education in a University Set-  
 ting.  
 ED 359 903

Growth and Learning in Accelerated Schools: Big  
 Wheels and Little Wheels Interacting.  
 ED 360 449

Inputs, Processes, Outcomes: The Context for  
 Achievement among Economically Disadvan-  
 taged Students in Appalachia.  
 ED 360 122

Instructional Leadership, School Instructional  
 Climate, and Student Learning Outcomes. Project  
 Report.  
 ED 359 668

Interfacing Two-Year and Four-Year Transcripts  
 for Transfer Students.  
 ED 360 017

The Internationalization of Bloom's Learning for  
 Mastery: A 25-Year Retrospective-Prospective  
 View.  
 ED 360 333

Middle Level Demonstration School, 1991-92.  
 OREA Report.  
 ED 360 426

Minority Student Achievement Partnerships:  
 What's Working in Arizona. Volume One. A Di-  
 rectory of Public School, Community College,  
 and Public University Partnership Programs Im-  
 proving Minority Access and Achievement in Ar-  
 izona.  
 ED 360 118

Motivational Components of College Students'  
 Performance and Productivity.  
 ED 359 877

National Assessment of College Student Learn-  
 ing: Getting Started. A Summary of the Beginning  
 Activities.  
 ED 359 856

The National Education Goals Report: Building a  
 Nation of Learners. Volume One: The National  
 Report, 1993.  
 ED 360 394

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 Nation of Learners. Volume Two: State Reports,  
 1993.  
 ED 360 395

The National Education Goals Report: Building  
 the Best. Summary Guide, 1993.  
 ED 360 396

National Education Longitudinal Study of 1988:  
 A Profile of the American Eighth Grader. Re-  
 search in Brief.  
 ED 360 352

National Standards: Who Benefits?  
 ED 359 640

North Carolina Rural Initiative Study of Second-  
 ary Schools: Funding Effects on Depth of the Cur-  
 riculum.  
 ED 360 133

Parents Assuring Student Success (PASS):  
 Achievement Made Easy by Learning Together.  
 ED 360 413

Placement Testing and Student Success: The First  
 Intervening Variable.  
 ED 360 018

Public Education Waivers To Improve Student  
 Achievement, 1991-92.  
 ED 359 642

Results of the Primary Assessment Program for  
 1991 in Urban and Non-Urban Schools. Curricu-  
 lum and Assessment Research and Evaluation  
 Report. Report 2/1992.  
 ED 360 320

Serving the Underachiever: School-Based Inter-  
 ventions.  
 ED 359 446

Successful Schooling for All: A Primer on Out-  
 come-Based Education and Mastery Learning.  
 ED 360 356//

Teen Workers: Developing a Work Ethic or Grat-  
 ifying Material Needs?  
 ED 360 119

Two-Way Bilingual Education: A Progress Report

- on the Amigos Program. Research Report: 7.  
ED 359 787  
UCSF Medical Scholars Program, 1986-1987.  
ED 359 865  
What Do SAT Scores Say about Indiana's Education Performance? Policy Bulletin No. PB-1.2.  
ED 359 614  
What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.  
ED 359 995
- Academic Advising**  
Educational Advising for Student Retention.  
ED 360 020  
Nurturing a Teacher Advisory Program.  
ED 360 078
- Academic Alert System**  
ALERT: Student Retention Tracking System. Faculty Handbook, 1990-91.  
ED 360 012
- Academic Aspiration**  
America's High School Sophomores: A Ten Year Comparison, 1980-1990.  
ED 360 318
- Academic Discourse**  
Some Aspects of the Pragmatic Organization of Academic Discourse.  
ED 359 766
- Academic Education**  
Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education.  
ED 359 365  
What Works: When Teachers Integrate Vocational & Academic Education.  
ED 359 318
- Academic Failure**  
I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays.  
ED 360 407//  
Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10.  
ED 359 549
- Academic Freedom**  
Effects of Institutional Forces on Novice Social Studies Teachers' Curricular Decision-Making.  
ED 360 278
- Academic Libraries**  
ARL Annual Salary Survey, 1992.  
ED 359 955  
Directory and Statistics of Oregon Libraries, 1992.  
ED 359 976  
Interlibrary Loan Trends: Staffing and Organization. SPEC Kit #187.  
ED 359 969  
Internship, Residency, and Fellowship Programs in ARL Libraries. SFEC Kit 188.  
ED 359 970  
Liaison Services in ARL Libraries. SPEC Kit 189.  
ED 359 971  
Research and Academic Librarians: A Global View. Proceedings of a Special Session on International Librarianship Held during the National Conference of the Association of College and Research Libraries (6th, Salt Lake City, Utah, April 12-14, 1992).  
ED 359 964
- Academic Misconduct**  
Assessing Graduate Education Students' Propensity toward Academic Misconduct.  
ED 360 370
- Academic Persistence**  
ALERT: Student Retention Tracking System. Faculty Handbook, 1990-91.  
ED 360 012  
Enrollments and Degrees.  
ED 359 902  
Guam Adult Education Quality Performance Indicators.  
ED 359 408  
Interfacing Two-Year and Four-Year Transcripts for Transfer Students.  
ED 360 017  
LEAP: Interim Findings on a Welfare Initiative

- To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.  
ED 359 459  
School Correlates with Student Persistence To Stay in School.  
ED 359 599  
Staying the Course.  
ED 359 356  
Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains.  
ED 360 022
- Academic Probation**  
Academic Options for Students Affected by the Standards for Student Success.  
ED 360 011
- Academic Professions**  
UCSF Medical Scholars Program, 1986-1987.  
ED 359 865
- Academic Records**  
Interfacing Two-Year and Four-Year Transcripts for Transfer Students.  
ED 360 017  
A Report on the KAIR Survey of Information Sharing Needs.  
ED 359 998  
The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations.  
ED 360 375
- Academic Standards**  
Achievement Testing Program Provincial Report. June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année.  
ED 360 393  
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ED 359 991  
Impact of Educational Reform on Students in At-Risk Situations, Phase III: Interim Report. Executive Summary.  
ED 359 641  
National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities.  
ED 359 856  
Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement."  
ED 360 397  
Standards for Business Teacher Education.  
ED 359 388
- Academically Gifted**  
Accelerated Education Methods for Intellectually Gifted Secondary Students.  
ED 359 708  
Marine Biology: Ecology of the Sea. A Zephyr Learning Packet. Revised.  
ED 360 177
- Accelerated Schools**  
The Accelerated Middle School: Moving from Concept toward Reality.  
ED 360 458  
Becoming an Accelerated Middle School: Initiating School Culture Change.  
ED 360 459  
Growth and Learning in Accelerated Schools: Big Wheels and Little Wheels Interacting.  
ED 360 449
- Acceleration (Education)**  
Accelerated Education Methods for Intellectually Gifted Secondary Students.  
ED 359 708
- Acceptability Judgments**  
Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices.  
ED 360 301
- Access to Education**  
American Higher Education: Purposes, Problems, and Public Perceptions.  
ED 359 900//  
Building a Learning-Centered Curriculum for Learner-Centered Schools. Interim Report of the New York State Curriculum and Assessments Council to the Commissioner and the Regents.

- ED 360 419  
The Culture of Inequality. Second Edition, with a New Introduction.  
ED 360 464//  
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ED 359 938  
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ED 359 363//  
Helping People Discover Educational Opportunities: The Higher Education Information Center.  
ED 359 912  
The Issue of Relevant Education: Theories and Reality.  
ED 360 125  
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ED 360 118  
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ED 359 944  
Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System.  
ED 359 899  
Students' Perceptions of Access Courses. A Survey. Research Report Series.  
ED 359 361  
Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17.  
ED 359 360
- Access to Information**  
Books and Media for All South African Children in the 21st Century?  
ED 359 960  
National Center for Education Statistics "Product Planning and Development." Final Report.  
ED 360 319
- Accountability**  
Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future.  
ED 359 606  
Performance Assessment. Policy Bulletin, No. PB-B13.  
ED 360 388  
Professional Accountability in a Learning-Centered Elementary School.  
ED 359 594  
A Review of Two Higher Education Accountability Issues: Student Assessment and Faculty Workload. Report to Utah State Legislature. Report Number 91-03.  
ED 359 910  
Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1991-92.  
ED 359 607
- Accreditation (Institutions)**  
Advanced Military Studies Programs at the Command and Staff Colleges. Hearings before the Military Education Panel of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 12 and July 23, 1992).  
ED 359 426  
Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings. (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991).  
ED 360 108  
Allied Medical Education Accreditation Process Study: Final Report.  
ED 359 992  
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ED 359 396  
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ED 359 991  
National Early Childhood Program Accreditation (NECPA) Annual Report, 1992.  
ED 360 095//



**Acculturation**

Cov Hauv Kev Kawm Ntawv Rau Cov Niamtxiv Hauv Neeg Tsawg. Yog Npaj Los Rau Hauv Neeg Hmoob (Parenting Curriculum for Language Minority Parents. Hmong Language).

ED 360 401

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ED 360 400

Immigrant Voices: Pursuing an American Dream = Voces de inmigrantes: En busca de un sueño americano.

ED 359 812

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ED 359 793

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ED 360 406

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ED 360 404

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ED 360 403

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ED 360 402

Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers.

ED 360 144

**Achievement Gains**

The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29.

ED 359 932

**Achievement Tests**

Achievement Testing Program Provincial Report. June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année.

ED 360 393

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ED 360 386

Assessment of School Maladjustment.

ED 360 054

District-Wide Testing Results, Technical Report, 1991-92. OPET Report.

ED 360 341

Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics.

ED 360 364

**Acid Rain**

Acid Rain: A Student's First Sourcebook.

ED 360 159

**Acoustics**

Digital Audio Sampling for Film and Video.

ED 359 937

**Acquired Immune Deficiency Syndrome**

Attitudes of Suicidal Ideators and Non-Ideators toward Suicide.

ED 359 445

Colorado Adolescents in Out-of-Home Placement: Health Education Survey, 1992. Report.

ED 360 294

Colorado School Health Education Survey 1992. Report.

ED 360 295

Handbook for Evaluating HIV Education.

ED 359 633

Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies.

ED 360 311

Program Development for Community AIDS Outreach. Clinical Report Series.

ED 359 462

Religiosity, Gender, Sex Anxiety, and AIDS Atti-

tudes as They Affect Attitudes Towards Homosexuals.

ED 359 444

Stigma, HIV and AIDS: An Exploration and Elaboration of the Illness Trajectory Surrounding HIV Infection and AIDS.

ED 359 454

**ACTFL Oral Proficiency Interview**

Testing the Limits of Proficiency: The ACTFL OPI and FL Departments.

ED 359 788

**Action Research**

How To Conduct Collaborative Action Research.

ED 360 257

Issues and Dilemmas of Action Research in the League of Professional Schools.

ED 360 327

**Activism**

Health Care Reform: How Will It Affect Nursing?—Nursing Education.

ED 359 402

**Administrative Principles**

Standards for Business Teacher Education.

ED 359 388

**Administrator Attitudes**

Allied Medical Education Accreditation Process Study: Final Report.

ED 359 992

Restructuring Urban Schools in Newark: An Evaluation of the Cluster Schools Program.

ED 360 339

Teen Workers: Developing a Work Ethic or Gratifying Material Needs?

ED 360 119

**Administrator Education**

Concerns and Development of Cohort Administrators: Foci and Stages.

ED 359 596

Preparing Tomorrow's School Leaders: Alternative Designs.

ED 359 628

Survey of Colorado School Administrator Preparation Programs, 1992.

ED 359 608

**Administrator Effectiveness**

Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School.

ED 359 624

Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP#12.

ED 359 670

Transformational Leadership: Profile of a High School Principal.

ED 359 652

Working with the News Media.

ED 359 629

**Administrator Evaluation**

Developing an Administrative Assessment Instrument.

ED 360 369

**Administrator Responsibility**

Agents of Change: Exemplary Corporate Policies and Practices To Improve Education.

ED 359 595

The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout.

ED 359 631

Survey of Colorado School Administrator Preparation Programs, 1992.

ED 359 608

**Administrator Role**

The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout.

ED 359 631

Defining a Developmental Curriculum for a Pluralistic Society: The Administrative Challenges.

ED 359 558

From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools.

ED 359 647

Information Utilization in Restructuring Schools: The Role of the Beginning Principal.

ED 359 646

Leading the Way: The Role of Superintendents in System Level Restructuring That Promotes

School-Based Management. Documentation of a Superintendents' Leadership Colloquium, April 5, 1990.

ED 359 620

The Rural Superintendent: The Missing Link in School Improvement.

ED 360 111

Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP#12.

ED 359 670

The Superintendents' Leadership Role in School-Based Improvement: Documentation of Colloquia of the 1990-1991 School Based Improvement Project.

ED 359 616

The Superintendents' Leadership Role in School-Based Improvement, Year II: Documentation of Colloquia of the 1991-1992 School Based Improvement Project.

ED 359 617

Survey of Colorado School Administrator Preparation Programs, 1992.

ED 359 608

Vision and the Black Community College President. Revised.

ED 360 227

**Administrators**

Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results.

ED 360 354

**Admission (School)**

Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs.

ED 359 450

**Adolescent Development**

Adolescent Development Issues in the Classroom.

ED 359 479

"How To Do What's Best for YOU" - A Workshop for Adolescents.

ED 359 443

The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention.

ED 360 373

**Adolescent Literature**

Multiple Voices in Young Adult Novels.

ED 359 533

Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books.

ED 359 564

**Adolescents**

Attitudes toward Child Suicide.

ED 359 476

Books for Teens: Stressing the Higher Values: A CSLA Bibliography.

ED 359 987

Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529.

ED 359 458

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ED 359 475

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ED 360 349

"How To Do What's Best for YOU" - A Workshop for Adolescents.

ED 359 443

Identity and Inner-City Youth: Beyond Ethnicity and Gender.

ED 360 415//

An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach.

ED 360 337

LEAP: Interim Findings on a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.

ED 359 459

Losing Generations: Adolescents in High-Risk Settings.

ED 360 448

The MEE Report: Reaching the Hip-Hop Generation.

- Overview of Youth Recreation Programs in the United States. ED 360 410//
- Preparing for Prison: Life in San Francisco's Inner-City Neighborhoods. Draft. ED 360 268
- The State of America's Children: 1992. ED 360 439
- Stories and Solutions in Psychotherapy with Adolescents. ED 360 039//
- Tracking Survivors through the High School Years: The Theory of Survival Analysis. ED 359 455
- Troubled Lifestyles: High-Risk Youth in Florida. Draft. ED 359 456
- Variations of Parent and Adolescent Emotional Expression: Differences by Pubertal Status, Gender, and Conversation. ED 360 073
- West Virginia Adolescents' Health Risk Behaviors: Differences by Gender, Age, Grade Level, and Level of Rurality. ED 360 134
- Youth in Single-Parent Families: Risk and Resiliency. Background Paper. ED 360 462
- Adoption (Ideas)**
- Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices. ED 360 301
- The Institutional Researcher as Interpreter and Critic. ED 360 024
- Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study. ED 359 920
- Adult Basic Education**
- Adults in Transition. A Report of the Fourth Year of the Adult Education for the Homeless Program. ED 359 399
- Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993). ED 359 367
- The Connection between Employee Basic Skills & Productivity. Workforce & Workplace Literacy Series. ED 359 394
- Cov Hauv Kev Kawm Ntawv Rau Cov Niamtxiv Haiv Neeg Tsawg. Yag Npaj Los Rau Haiv Neeg Hmoob (Parenting Curriculum for Language Minority Parents. Hmong Language). ED 360 401
- Curso de Paternidad para Padres de Lengua Minoritaria: Guía en Español (Parenting Curriculum for Language Minority Parents: Guide in Spanish). ED 360 405
- Education for All: An Expanded Vision. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph II. Roundtable Themes II. ED 359 363//
- Education for All: Purpose and Context. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph I. Roundtable Themes I. ED 359 362//
- Education for All: The Requirements. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph III. Roundtable Themes III. ED 359 364//
- Education for Homeless Adults. The 1989-1990 Report. ED 359 400
- Flexible Delivery of Adult Literacy and Basic Education Programs. ED 359 327
- Giao-Trinh Huan-Luyen Phu-Huynk Goc Ngan-Ngu Thieu-So: Ban Viet-Ngu (Parenting Curriculum for Language Minority Parents: Vietnamese Guide). ED 360 400
- Incorporating Audio Support into English Composition CAI for Adult Learners. Phase II Final Report. ED 359 358

- It Belongs to Me. A Guide to Portfolio Assessment in Adult Education Programs. ED 359 352
- The Missing Link: Workplace Education in Small Business. ED 359 429//
- Outreach and Technical Assistance Network. Third Year Evaluation Report. February 1, 1992-January 31, 1993. An Adult Education 2000 Project. ED 359 374
- (Parenting Curriculum for Language Minority Parents: Bilingual Guide English-Khmer). ED 360 406
- (Parenting Curriculum for Language Minority Parents: Chinese Language). ED 360 404
- (Parenting Curriculum for Language Minority Parents: Korean Language). ED 360 403
- (Parenting Curriculum for Language Minority Parents: Lao Language). ED 360 402
- Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP). ED 359 377
- Adult Children**
- Parents as Resources When Adult Children Divorce. ED 359 472
- Adult Education**
- Booker T. Washington and the Adult Education Movement. ED 359 355//
- Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993). ED 359 367
- Guam Adult Education Quality Performance Indicators. ED 359 408
- Handbook of Adult and Continuing Education. The Jossey-Bass Higher Education Series. ED 359 411//
- Learning for the Future: Adult Learning and the Environment. A NIACE Policy Discussion Paper. ED 359 390
- The Learning Imperative. National Education and Training Targets and Adult Learners. A NIACE Policy Discussion Paper. ED 359 391
- Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge Series on Theory and Practice of Adult Education in North America. ED 359 423//
- Territory of Guam Adult Education Programs. Performance Report. Fiscal Year 1992. ED 359 407
- Adult Education for the Homeless Program**
- Adults in Transition. A Report of the Fourth Year of the Adult Education for the Homeless Program. ED 359 399
- Education for Homeless Adults. The 1989-1990 Report. ED 359 400
- Adult Educators**
- Michigan Lifelong Learning Link. Facets [and] Perspectives. ED 359 372
- Adult Learning**
- Guideposts to Self-Directed Learning. Expert Commentary on Essential Concepts. ED 359 436//
- Handbook of Adult and Continuing Education. The Jossey-Bass Higher Education Series. ED 359 411//
- It Belongs to Me. A Guide to Portfolio Assessment in Adult Education Programs. ED 359 352
- The Learning Imperative. National Education and Training Targets and Adult Learners. A NIACE Policy Discussion Paper. ED 359 391
- Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed

- Learning in the Workplace. ED 359 354
- Adult Literacy**
- Adult ESL Literacy Education in the United States: Developing a Learner-Centered Approach. ED 359 819
- Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat. ED 359 329
- Basic Skills in Small Businesses. Workforce & Workplace Literacy Series. Revised. ED 359 334
- Basic Skills in the Hotel & Food Service Industries. Workforce & Workplace Literacy Series. Revised. ED 359 332
- BCEL Newsletter for the Business & Literacy Communities, 1984-1993. ED 359 392
- Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report. ED 359 373
- Chicago Quality Programs Project Report #1. ED 359 851
- Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised. ED 359 393
- Empowering Adults through Literacy Education in South Africa: Activities at the University of Natal at Pietermaritzburg. ED 359 818
- English-as-a-Second-Language Model Standards for Adult Education Programs. ED 359 830
- ESL Small Town. ED 359 845
- A Field Guide for Literacy: Life Skills and Literacy for Adult Beginning Readers and ESL Students. Manual for Teachers and Tutors. ED 359 820
- The Garbage Crisis: Environmental Issues for Adult ESL Learners. ED 359 827//
- Global Stories of People Working for Change. ED 359 847
- L'analphabetisme chez les Franco-Albertains (Illiteracy among French Speaking Residents of Alberta). ED 359 813
- Learn to Read. ED 359 822
- Literacy: An Ecological View. ED 359 369
- Literacy in Cross-Cultural Perspective: Implications for Policy and Practice. ED 359 841
- The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report. ED 359 370
- More Than Just Chinese Food...A Collection of Writings by Adult ESL Learners and Three Approaches to Teaching and Writing in the ESL Classroom. ED 359 825//
- National Workplace Literacy Program for Health Care Employees. Final Evaluation Report. ED 359 397
- Past...Present...Future...A Collection of Writings by Adults Learning English as a Second Language. ED 359 826//
- Project: LEARN. A Case Study of an Ohio Literacy Program. ED 359 986
- "Projects"-The Link between Literacy and the Real World. ED 359 806
- Resources in Family Literacy. General Adult Literacy Series. ED 359 395
- Teaching Literacy to Second Language Learners. ED 359 807
- Territory of Guam Adult Education Programs. Performance Report. Fiscal Year 1992. ED 359 407
- Workforce & Workplace Literacy. Selected References. Revised. ED 359 330
- Workplace Skills Enhancement Project, Seattle DEC 1993

## Subject Index

tle-King County Private Industry Council (PIC).  
Final Report.

ED 359 834

### Adult Reading Programs

[Adult and Continuing Education Collections at  
Syracuse University.]

ED 359 323

Basic Skills & the Health Care Industry. Work-  
force & Workplace Literacy Series. Revised.

ED 359 333

Flexible Delivery of Adult Literacy and Basic Ed-  
ucation Programs.

ED 359 327

For Our Children (FUN): A Family Literacy  
Project for Adult Basic Education Classes. Occa-  
sional Paper.

ED 359 506

Project: LEARN. A Case Study of an Ohio Litera-  
cy Program.

ED 359 986

Workforce & Workplace Literacy. Selected Ref-  
erences. Revised.

ED 359 330

### Adult Students

Fee Survey 1992-93. Indicators of Fee Levels  
Charged to Part-Time Adult Students by Local  
Education Authorities.

ED 359 389

Handbook of Adult and Continuing Education.  
The Jossey-Bass Higher Education Series.

ED 359 411//

Outside Evaluation Report for the Arlington Fed-  
eral Workplace Literacy Project.

ED 359 849

Students' Perceptions of Access Courses. A Sur-  
vey. Research Report Series.

ED 359 361

Students' Views on SWAP (The Scottish Wider  
Access Programme). Interchange No. 17.

ED 359 360

The Working Experience Books 1, 2, and 3.

ED 359 810//

The Working Experience. Teacher's Manual.

ED 359 809//

### Adult Vocational Education

Development of a Curriculum and Materials for  
Use in Teaching Occupationally Specific Vocabu-  
lary for Health Care Students. Final Report.

ED 359 371

### Adults

A Comparison of the Myers-Briggs Type Indica-  
tor Extraversion-Introversion Scale, and the Min-  
nesota Multiphasic Personality Inventory 0 Scale  
(Social Introversion).

ED 360 357

Impact of Learning Styles on Instructional Design  
for Distance Education.

ED 359 926

Internal-Structure Analysis of Analytical Reason-  
ing Worksamples 244 D and E and Development  
of Form H. Technical Report 1992-1.

ED 360 361

The Spelling Project. Technical Report 1992-2.

ED 360 362

### Adventure Education

A Guide to Women's Studies in the Outdoors:  
Review of Research with Annotated Bibliogra-  
phy.

ED 360 141

### Adverbs

Nordic Research on Text and Discourse. NORD-  
TEXT Symposium (Espoo, Finland, May 10-13,  
1990).

ED 359 746

Temporal Adverbials in Text Structuring: On  
Temporal Text Strategy.

ED 359 761

### Advertising

The Big Deal over a Camel: What "Joe Smooth"  
Should Teach Us about Children's Media Re-  
search.

ED 359 570

### Advisory Committees

Report of the Committee on Student Learning.  
Submitted to the Governor, Lieutenant Gov-  
ernor, Speaker, and the Seventy-Third Texas Leg-  
islature, 1992-1993.

ED 359 638

## Alberta Achievement Testing Programs

199

### Advocacy

The Inclusion Papers: Strategies To Make Inclu-  
sion Work. A Collection of Articles.

ED 359 677

### Aeronautics

Of Wings & Things. Aeronautics Information  
Stuff & Things for Students & Teachers.

ED 360 170

### Aerospace Education

Of Wings & Things. Aeronautics Information  
Stuff & Things for Students & Teachers.

ED 360 170

### Aesthetic Education

A Summary of the Findings in Art and Music:  
Research Traditions and Implications for Teacher  
Education. Elementary Subjects Center Series  
No. 88.

ED 360 247

### Aesthetic Reading

On Teaching Literary Classics.

ED 359 544

Towards a Reevaluation of Reader Response and  
School Literature. Report Series 1.8.

ED 359 515

### Aesthetic Values

On the Nature of Expertise.

ED 359 709

### Affective Behavior

Facial Expressions in Context: Contributions to  
Infant Emotion Theory.

ED 360 046

Signs of Learning in the Affective Domain.

ED 360 081

Simulation and Meta Processing: Affective Com-  
ponent of Math Procedures.

ED 360 258

### Affective Objectives

Signs of Learning in the Affective Domain.

ED 360 081

### Africa

The African Diaspora: Teaching the Children.

ED 360 228

### African Americans

An African-American Bibliography: The Arts. Se-  
lected Sources from the Collections of the New  
York State Library. Reprint.

ED 359 984

African American Educational Excellence. Plan-  
ning Symposium Proceedings for the Develop-  
ment of the Center for Applied Cultural Studies  
and Educational Achievement (Long Beach, Cali-  
fornia, January 27, 1989).

ED 360 424

African American Women and Mentoring.

ED 360 425

Civil Rights Movement and the 1990s: Racism  
and the African-American Population.

ED 360 408

Community Service Partnerships: African-Ameri-  
can Owned Radio's Commitment to Education.

ED 360 422

Discrimination and Prejudice: An Annotated Bi-  
bliography. Second Edition.

ED 360 416//

Now Is Their Time! Adolescents Learn Skills and  
Values through Walter Dean Myers' Books.

ED 359 564

On the Sociolinguistic Significance of Obscure  
Dialect Structures: The NP[i] "call" NP[i] Ving"  
Construction in African American Vernacular  
English.

ED 359 790

Seeking Effective Schools for African American  
Children: Strategies for Teachers and School  
Managers.

ED 360 441//

### African Diaspora

The African Diaspora: Teaching the Children.

ED 360 228

### African Languages

Empowering Adults through Literacy Education  
in South Africa: Activities at the University of  
Natal at Pietermaritzburg.

ED 359 818

### African Studies

The African Diaspora: Teaching the Children.

ED 360 228

### Age Appropriateness

Guidelines for Comprehensive Sexuality Educa-  
tion: Kindergarten-12th Grade.

ED 360 255

### Age Differences

Gender Differences in the Perceptions of Affilia-  
tive Networks in Primary School.

ED 360 070

Relations among Manual RT, Visual RT and IQ.

ED 360 041

Social Competence and Humor in Preschool and  
School-Aged Children.

ED 360 072

Variations of Parent and Adolescent Emotional  
Expression: Differences by Pubertal Status, Gen-  
der, and Conversation.

ED 360 073

### Age Groups

Age Group and Sex of Students, Fall 1992. Report  
Number 8-93.

ED 359 901

### Agency Cooperation

The Child Care and Development Block Grant  
Program. ARCH Factsheet Number 19.

ED 359 722

Future Frontiers in the Employment of Minority  
Persons with Disabilities. Proceedings of the Na-  
tional Conference (March 28-30, 1990).

ED 359 672

The Health/Education Connection: Initiating Di-  
alogue on Integrated Services to Children at Risk  
and Their Families. Symposium (Alexandria, Vir-  
ginia, March 5-6, 1990).

ED 360 273

Job Training for the Homeless: Report on Dem-  
onstration's First Year. Research and Evaluation  
Report Series 91-F.

ED 359 359

Partnerships for Learning.

ED 359 686

### Aging (Individuals)

R. I. Caregivers. Caring: A Training Program for  
Family Caregivers.

ED 359 481

### Air Transportation

A Guide to Aviation Education Resources.

ED 359 341

### Aircraft Pilots

A Guide to Aviation Education Resources.

ED 359 341

### Alabama

Condoning Drug Education Programs at Colleges  
and Universities.

ED 359 876

School Health Coalition Building-One State's  
Plan.

ED 360 263

### Alaska

Summary of Alaska's Public School Districts' Re-  
port Cards to the Public, School Year 1991-92.

ED 359 607

### Alaska Natives

Sharing Our Stories & Traditions. Annual Bili-  
ngual Multicultural Education Equity Conference  
[Report] (18th, Anchorage, Alaska, February 5-7,  
1992).

ED 360 132

### Alberta

Achieving the Vision-1992 Report.

ED 359 619

L'analphabétisme chez les Franco-Albertains (Il-  
litteracy among French Speaking Residents of Al-  
berta).

ED 359 813

Le Français a l'élémentaire: Guide pédagogique,  
deuxième cycle. Français - langue maternelle (El-  
émentary School French: Teaching Guide, Sec-  
ond Cycle. French - Native Language).

ED 359 792

Le Français a l'élémentaire: Guide pédagogique,  
premier cycle. Français - langue maternelle (El-  
émentary School French: Teaching Guide, First  
Cycle. French - Native Language).

ED 359 791

### Alberta Achievement Testing Programs

Achievement Testing Program Provincial Report.



- June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année. ED 360 393
- Alcohol Abuse**  
Alcohol, Tobacco, and Other Drugs May Harm the Unborn. ED 359 678  
The Central Nervous System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 107  
Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. ED 359 889  
Working with Youth in High-Risk Environments: Experiences in Prevention. OSAP Prevention Monograph-12. ED 359 461
- Alcohol Education**  
Bridging American Indian Culture and the New Science Paradigm. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 105  
The Central Nervous System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 107  
The Digestive System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 106
- Alliance for Excellence VA**  
Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education. ED 360 029
- Allied Health Occupations Education**  
Allied Medical Education Accreditation Process Study: Final Report. ED 359 992  
Basis of Accreditation for Educational Programs in Allied Medical Disciplines. ED 359 991  
Dental Assisting. Florida Vocational Program Guide. ED 359 419  
Dental Hygiene. Florida Vocational Program Guide. ED 359 420  
Development of a Curriculum and Materials for Use in Teaching Occupationally Specific Vocabulary for Health Care Students. Final Report. ED 359 371  
Paramedic. Florida Vocational Program Guide. ED 359 347  
Patient Care Assistant. Florida Vocational Program Guide. ED 359 348  
Respiratory Therapy and Respiratory Therapy Technician. Florida Vocational Program Guide. ED 359 350
- Allied Health Personnel**  
The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary? ED 360 335
- Alternative Assessment**  
Alternative Assessment: Implications for Social Studies. ERIC Digest. ED 360 219
- Alternative Teacher Certification**  
Alternative Teacher Program. Report to the General Assembly 1992-93. ED 360 312
- America 2000**  
America 2000: The President's Education Strategy. CRS Report for Congress. ED 359 635
- American Indian Culture**  
The Transmission and Reproduction of Art Culture in One Navajo Public School System. ED 360 249
- American Indian Education**  
Bridging American Indian Culture and the New Science Paradigm. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 105  
The Career Ladder Program as a Catalyst for Reform. ED 360 130  
The Central Nervous System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 107  
The Digestive System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 106  
The Equivocal Prospects for Indian Reservations. Occasional Paper 1993-2. ED 360 129  
Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students. ED 360 117  
Sharing Our Stories & Traditions. Annual Bilingual Multicultural Education Equity Conference [Report] (18th, Anchorage, Alaska, February 5-7, 1992). ED 360 132  
The Transmission and Reproduction of Art Culture in One Navajo Public School System. ED 360 249
- American Indian Higher Education Consortium**  
American Indian Higher Education Consortium (AIHEC) Telecommunications Planning Project. Year One, Final Report and Recommendations. ED 360 135
- American Indian Reservations**  
Business Opportunities Enhancement Act (Draft Legislation To Amend the Buy Indian Act) To Increase Employment and Business Opportunities for Indians. Hearing before the Select Committee on Indian Affairs. United States Senate, One Hundred Second Congress, Second Session. ED 360 127  
The Equivocal Prospects for Indian Reservations. Occasional Paper 1993-2. ED 360 129
- American Indians**  
Discrimination and Prejudice: An Annotated Bibliography. Second Edition. ED 360 416//
- American Memory Project (Library of Congress)**  
Libraries and Library Services. Field Hearing before the Committee on House Administration and Joint Committee on the Library. House of Representatives, One Hundred Second Congress, Second Session (Lumberton, North Carolina, September 21, 1992). ED 359 978
- Amigos Program MA**  
Two-Way Bilingual Education: A Progress Report on the Amigos Program. Research Report: 7. ED 359 787
- Analytical Philosophy of Education**  
B. Othanel Smith, Douglas McGregor, and the Philosophical Analysis of the Discourse of Institutional Democracy in Education: An Essay with Bibliographies. ED 360 225
- Analytical Reasoning Test (Johnson O Connor)**  
Internal-Structure Analysis of Analytical Reasoning Worksamples 244 D and E and Development of Form H. Technical Report 1992-1. ED 360 361
- Ancillary School Services**  
The Schools Partnership Project: A Successful Model towards Improving School Performance. ED 360 411  
Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992). ED 359 600  
STARS: Student Assessment and Response System. ED 360 010
- Angoff Methods**  
Comments on the NAE Evaluation of the NAGB Achievement Levels. ED 360 398
- Anxiety**  
Religiosity, Gender, Sex Anxiety, and AIDS Attitudes as They Affect Attitudes Towards Homosexuals. ED 359 444
- Appalachia**  
Inputs, Processes, Outcomes: The Context for Achievement among Economically Disadvantaged Students in Appalachia. ED 360 122
- Appalachian Whites**  
Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft. ED 360 437
- Applied Linguistics**  
Language Learning in Formal and Informal Contexts. Proceedings of a Joint Seminar of the Irish and British Associations for Applied Linguistics (Dublin, Ireland, September 11-13, 1984). ED 359 786  
Working Papers in Educational Linguistics, Volume 9, Number 1, Spring 1993. ED 359 771
- Apprenticeships**  
Alternative Teacher Program. Report to the General Assembly 1992-93. ED 360 312  
Five Training Models. Training Occasional Paper No. 9. ED 359 319  
Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5. ED 359 325  
Youth Apprenticeship. Trends and Issues Alerts. ED 359 375
- Apptitude Tests**  
Comparison of the Armed Services Vocational Aptitude Battery to the General Aptitude Test Battery. Final Technical Paper for Period January 1987-January 1990. ED 360 343  
Internal-Structure Analysis of Analytical Reasoning Worksamples 244 D and E and Development of Form H. Technical Report 1992-1. ED 360 361  
The Spelling Project. Technical Report 1992-2. ED 360 362
- Architectural Education**  
Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7. Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report. ED 359 804
- Archives**  
Documenting Community Organizations. ED 359 965  
The Education of Staff and Users for the Proper Handling and Care of Archival Materials: A RAMP Study with Guidelines. ED 359 946  
The Impact of Computerization on Archival Finding Aids: A RAMP Study. ED 359 947
- Arizona**  
Arizona Community Colleges: Report of the Task Force on Community College Enrollment Growth Planning. ED 360 003  
Arizona Heritage: A Bibliography of Materials and Directory of Authors, Illustrators and Storytellers for Teachers, Librarians and Parents. ED 359 967  
Barriers to School Restructuring. ED 359 663  
Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools. ED 360 359  
Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools. ED 360 360  
Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program. ED 359 661  
Failing Students-Is It Worth the Cost? Issue Paper. ED 359 661

## Subject Index

- per #3. ED 359 666  
 Graduate Activity Survey: Class of 1991 One Year after Graduation. ED 360 365  
 High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation. ED 360 366  
 Minority Student Achievement Partnerships: What's Working in Arizona. Volume One. A Directory of Public School, Community College, and Public University Partnership Programs Improving Minority Access and Achievement in Arizona. ED 360 118  
 Simplifying Manual Circulation Techniques for Volunteers in Rural Public Library Settings for Greater Efficiency [and] Enhancing Volunteer Library Appeal: A Rural Arizona Public Library Experience. ED 359 979  
**Arizona Student Assessment Program**  
 Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona. ED 360 386  
**Arkansas**  
 Planning Language-in-Education in Arkansas: A Case Study. ED 359 775  
 Working Papers in Educational Linguistics, Volume 9, Number 1, Spring 1993. ED 359 771  
**Armed Forces**  
 H.R. 1685, Defense Language Institute Foreign Language Center. Hearing before the Investigations Subcommittee of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 27, 1992). ED 359 796  
**Armed Services Vocational Aptitude Battery**  
 Comparison of the Armed Services Vocational Aptitude Battery to the General Aptitude Test Battery. Final Technical Paper for Period January 1987-January 1990. ED 360 343  
**Army Reserve**  
 Distributed Training for the Reserve Component: Course Conversion and Implementation Guidelines for Computer Conferencing. ED 359 916  
**Army Reserves**  
 Distributed Training for the Reserve Component: Instructor Handbook for Computer Conferencing. ED 359 917  
 Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing. ED 359 918  
**Art**  
 The Parameters of Postmodernism. ED 359 524//  
 Understanding How the Arts Contribute to Excellent Education. Study Summary. ED 360 248  
**Art Activities**  
 Literacy through the Book Arts. ED 359 484//  
**Art Education**  
 Good Teachers Making the Best of It: Case Studies of Elementary Art and Music Teaching. Elementary Subjects Center Series No. 100. ED 360 230  
 A Summary of the Findings in Art and Music: Research Traditions and Implications for Teacher Education. Elementary Subjects Center Series No. 88. ED 360 247  
 The Transmission and Reproduction of Art Culture in One Navajo Public School System. ED 360 249  
 Understanding How the Arts Contribute to Excellent Education. Study Summary. ED 360 248  
**Art Teachers**  
 The Studio in a School Association Professional

- Development/Mentoring Program, 1991-92. OREA Report. ED 360 244  
 A Summary of the Findings in Art and Music: Research Traditions and Implications for Teacher Education. Elementary Subjects Center Series No. 88. ED 360 247  
 The Transmission and Reproduction of Art Culture in One Navajo Public School System. ED 360 249  
**Art Therapy**  
 Art Therapy: What Does It Have To Say to Writing Teachers? ED 359 554  
**Articulation (Education)**  
 Articulation Agreements: A Report. ED 360 004  
 California State Universities' Business Education Policies: Their Cost to Community College Students and the State. ED 360 006  
 Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study. ED 359 776  
**Artists**  
 The Studio in a School Association Professional Development/Mentoring Program, 1991-92. OREA Report. ED 360 244  
**Asian Americans**  
 Clayton Family Literacy and School Support Services Project: Project Class. Final Report. ED 359 831  
 Discrimination and Prejudice: An Annotated Bibliography. Second Edition. ED 360 416//  
 Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii? ED 359 793  
 (Parenting Curriculum for Language Minority Parents: Bilingual Guide English-Khmer). ED 360 406  
 (Parenting Curriculum for Language Minority Parents: Lao Language.) ED 360 402  
 The State of Asian Pacific America: Policy Issues to the Year 2020. A Public Policy Report. ED 360 409//  
**Assertiveness**  
 "How To Do What's Best for YOU" - A Workshop for Adolescents. ED 359 443  
**Assignments**  
 The Projects Strategy in Curriculum and Instruction. ED 359 769  
**Assistive Devices (for Disabled)**  
 A Manual for Single Switch and Adaptive Software Programming. Computer Applications for Students with Physical, Sensory, Developmental, and Learning Disabilities. ED 359 684  
 National Symposium on Information Technology: Proceedings (7th, Myrtle Beach, South Carolina, May 3-6, 1992). Volume 6. ED 359 683  
**Associate Degrees**  
 Associate in Occupational Studies, Culinary Arts. Self-Study Report Presented to the Accrediting Commission of the American Culinary Federation Educational Institute. ED 359 396  
 Education and Job Satisfaction: Are Baccalaureate Nurses More Satisfied with Their Jobs? ED 359 896  
**Association of Research Libraries**  
 ARL Annual Salary Survey, 1992. ED 359 955  
 Internship, Residency, and Fellowship Programs in ARL Libraries. SPEC Kit 188. ED 359 970  
 Liaison Services in ARL Libraries. SPEC Kit 189. ED 359 971  
**Associative Learning**  
 Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical

## Audio Equipment

201

- Paper for Period February 1986-February 1987. ED 360 345  
**Astronomy**  
 The Effect of Teaching Strategies Using Models on Preservice Elementary Teachers' Conceptions about Earth-Sun-Moon Relationships. ED 360 171  
 An Outline of the Solar System: Activities for the Elementary Student. ED 360 168  
 Primary Planets and Elementary Moons: Activities for Primary Students. ED 360 164  
 Women in Astronomy. ED 360 166  
**At Risk Persons**  
 Colorado: Youth Risk Behavior Survey, 1991. ED 359 469  
 Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series. ED 360 093  
 Impact of Educational Reform on Students in At-Risk Situations, Phase III: Interim Report. Executive Summary. ED 359 641  
 The State of America's Children: 1992. ED 360 039//  
 Working with Youth in High-Risk Environments: Experiences in Prevention. OSAP Prevention Monograph-12. ED 359 461  
**Athletic Coaches**  
 Overview of Youth Sports Programs in the United States. ED 360 267  
**Athletics**  
 Overview of Youth Sports Programs in the United States. ED 360 267  
**Attendance**  
 Correlational Study into the Relationship between Grade Point Averages, Michigan Educational Assessment Program (MEAP) Scores and Student Absences for Tenth Grade Arthur Hill and Saginaw High School Students, 1992-1993. Evaluation Report. ED 360 432  
 Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students. ED 359 676  
**Attention**  
 The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention. ED 360 373  
**Attention Deficit Disorders**  
 Practices of Special Education Teachers for Dealing with Students with ADD/ADHD. ED 359 729  
**Attitude Change**  
 Barriers to Women Entering the Workforce: Math Anxiety. Research Bulletin No. 3. ED 359 381  
 Evidence for Changing Attitudes about Gender Roles: An Analysis of Data Acquired since 1968. ED 359 474  
 Modifying Teachers' Attributions: An Education-Consultation Approach. ED 359 441  
 Simulation and Meta Processing: Affective Component of Math Procedures. ED 360 258  
**Attribution Theory**  
 Modifying Teachers' Attributions: An Education-Consultation Approach. ED 359 441  
**Audio Equipment**  
 An Application of Digitized Speech in Hypermedia. ED 359 935  
 Digital Audio Sampling for Film and Video. ED 359 937  
 A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees.

- Audiographics**  
Impact of Learning Styles on Instructional Design for Distance Education. ED 359 404
- Audiovisual Aids**  
[Appraisal of Audiovisual Materials.] ED 359 926
- Audits (Verification)**  
Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Year 1992. Report to the Congress. ED 359 882
- Augmentative Alternative Communication**  
Communication Intervention for Persons with Severe and Profound Disabilities: An Overview. ED 359 700  
Enhancing Curricular Designs. ED 359 702
- Austin Independent School District TX**  
Austin's Priority Schools: Successful after 5 Years? ED 359 597  
Distributive Information Systems for Campuses (DISC): Going Where No Profile Has Gone Before. ED 359 598  
School Correlates with Student Persistence To Stay in School. ED 359 599
- Austin Science and Mathematics Consortium TX**  
Technology, Training, and Curricula Revisited: The National Science Foundation Grant to the Science Academy of Austin 1991-92. Final Report. ED 360 256
- Australia**  
Changing Faces: The Early Childhood Profession in Australia. ED 360 060  
Child Care Funding Re-Assessed: Operational Subsidies, Fee Relief and Taxation Issues. ED 360 064  
Child Care-Who Needs It? ED 360 066  
Language Planning and Language Policy in Australia. ED 359 801//  
School Effectiveness: A View from the School. ED 359 613  
School Effectiveness: Identifying the Complexities. ED 359 612  
Social Issues in Australian Children's Literature. ED 359 957  
A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16. ED 360 061
- Australia (Northern Territory)**  
Results of the Primary Assessment Program for 1991 in Urban and Non-Urban Schools. Curriculum and Assessment Research and Evaluation Report. Report 2/1992. ED 360 320
- Australia (Queensland)**  
Issues in the Collaborative Evaluation of the Effectiveness of an Interactive Video Teaching Trial. ED 359 927  
A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial. ED 359 931  
Special Life Skills for Community Living. ED 359 733
- Australia (Victoria)**  
District Provision: School Improvement from a District Curriculum Perspective. ED 359 650  
Flexible Delivery of Adult Literacy and Basic Education Programs. ED 359 327
- Authentic Assessment**  
Performance Assessment. Policy Bulletin, No. PB-B13.

- Authentic Materials**  
Listening to Authentic Czech. Authentic Listening Proficiency-Based Methods. ED 359 782
- Authors**  
Irish Literature in Austria. ED 359 949  
Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books. ED 359 564  
Zora Neale Hurston: A Storyteller's Life. Unsung Americans. ED 360 440//
- Autism**  
Maximizing Potential: The Parents' Role. ED 359 674
- Autobiographies**  
Living Lives, Studying Lives, Writing Lives: An Educational Potpourri or Pot au Feu? ED 360 297
- Automation**  
Automated Item Banking and Test Development. Final Technical Paper for Period October 1987-April 1988. ED 360 344  
Machine Translation Technology: A Potential Key to the Information Age. Report of the FCCSET Committee on Industry and Technology. ED 359 942
- Aviation Education**  
A Guide to Aviation Education Resources. ED 359 341  
Maximizing Participation of Women in Collegiate Aviation Education. NIAR Report 93-14. ED 359 885
- Aviation Mechanics**  
A Guide to Aviation Education Resources. ED 359 341
- Aviation Occupations**  
Maximizing Participation of Women in Collegiate Aviation Education. NIAR Report 93-14. ED 359 885
- Aztec (People)**  
Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts. ED 360 145
- Bachelors Degrees**  
Education and Job Satisfaction: Are Baccalaureate Nurses More Satisfied with Their Jobs? ED 359 896  
Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991. Contractor Report. Statistical Analysis Report. ED 359 909
- Bakhtin (Mikhail)**  
Bakhtin as a Theory of Reading. Technical Report No. 579. ED 359 502
- Baltimore City Public Schools MD**  
When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First. ED 359 716
- Barriers to Implementation**  
Implementing Educational Innovation in the Third World: A West African Experience. ED 360 147//
- Basic Math Mastery Tests**  
User's Manual for the Basic Math Mastery Tests. ED 360 342
- Basic Skills**  
Basic Skills & the Health Care Industry. Workforce & Workplace Literacy Series. Revised. ED 359 333  
The Connection between Employee Basic Skills & Productivity. Workforce & Workplace Literacy Series. ED 359 394  
Developing and Implementing a Curriculum and Instructional Program To Improve Reading Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District.

- The Missing Link: Workplace Education in Small Business. ED 359 492  
Workforce & Workplace Literacy. Selected References. Revised. ED 359 429//  
ED 359 330
- Basic Writers**  
Mina Shaughnessy in the 1990s: Some Changing Answers in Basic Writing. ED 359 562
- Basic Writing**  
Defining a Developmental Curriculum for a Pluralistic Society: The Administrative Challenges. ED 359 558  
Mina Shaughnessy in the 1990s: Some Changing Answers in Basic Writing. ED 359 562
- Battered Men**  
Battered Husbands and Battered Wives: Why One Is a Social Problem and the Other Is Not. ED 359 483
- Battered Women**  
Battered Husbands and Battered Wives: Why One Is a Social Problem and the Other Is Not. ED 359 483
- Beginning Principals**  
Concerns and Development of Cohort Administrators: Foci and Stages. ED 359 596  
Information Utilization in Restructuring Schools: The Role of the Beginning Principal. ED 359 646
- Beginning Reading**  
Experiment with Fiction. The Reading/Writing Teacher's Companion Series. ED 359 552//  
Multicultural Resource List. ED 359 852
- Beginning Teacher Induction**  
Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education. ED 360 280  
Citrus County Professional Orientation Program, 1992-93. ED 360 284
- Beginning Teachers**  
Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education. ED 360 280  
Beginning Teachers: In Danger of Attrition. ED 360 281  
Getting Hired: Strategies for Job Searching That Work! A Resource Guide for Early Childhood and Elementary Education Majors. ED 360 274  
The Neophyte Early Childhood Teacher. ED 360 067  
New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report. ED 360 313  
Waiting for Thursday: New Teachers Discover Teaching. ED 360 290
- Behavior**  
The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses. ED 359 475
- Behavior Change**  
Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities. ED 359 697
- Behavior Disorders**  
Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children. ED 360 383  
Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome. ED 360 146//  
Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students. ED 359 676
- Behavior Modification**  
Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.



## Subject Index

- Behavior Patterns**  
Alliance Patterns Formed among Early Adolescents and Their Parents. ED 359 697
- Behavior Problems**  
Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities. ED 360 092
- Behavior Rating Scales**  
Assessment of School Maladjustment. ED 359 697
- Behavioral Science Research**  
Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching. ED 360 054
- Beliefs**  
Shared Wisdom: A Collection of Proverbs, Sayings and Quotations. ED 360 285
- Bias**  
Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education. ED 359 843
- Bibliographic Records**  
Comparative Study between the "Lista de Encabezamientos de Materia" by Gloria Escamilla and the "Library of Congress Subject Heading" List. ED 359 985
- Bibliographies**  
Bibliographic Instruction Committee Report. ED 359 972
- Bilingual Education**  
All about English as a Second Language. A Basic Guide to ESL and Bilingual Education. ED 359 811
- Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7. Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report. ED 359 804
- Data Collection Report on Language Minority Children. ED 359 795
- Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education. ED 359 770
- Language Planning and Language Policy in Australia. ED 359 801//
- Securing Our Future: The Importance of Quality Education for Minorities. Policy Research Project Report Number 96. ED 360 427
- Sharing Our Stories & Traditions. Annual Bilingual Multicultural Education Equity Conference [Report] (18th, Anchorage, Alaska, February 5-7, 1992). ED 360 132
- Thorough and Fair: Creating Routes to Success for Mexican-American Students. ED 360 116
- Bilingual Education Programs**  
Two-Way Bilingual Education: A Progress Report on the Amigos Program. Research Report: 7. ED 359 787
- Bilingual Students**  
Using Computers with Bilingual Students. ED 359 817
- Bilingualism**  
Bilingualism and National Development. ED 359 800//
- Le Canada: Un pays bilingue et multiculturel. Etudes sociales: 7e année, sujet C. Cahier de l'élève et Unité d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition). ED 360 192
- Bill of Rights**  
Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria. ED 360 240

- Biographies**  
Zora Neale Hurston: A Storyteller's Life. Unsung Americans. ED 360 440//
- Biology**  
Making College Science Transparent through the Use of Concept Maps. ED 360 167
- Biomedical Model**  
Expanding the Biomedical Model: Interviews with Medical Educators. ED 359 895
- Black Achievement**  
Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education. ED 360 029
- Charting the Course of Lifelong Learning for Blacks. ED 359 317
- Vision and the Black Community College President. Revised. ED 360 227
- Black Community**  
Community Service Partnerships: African-American Owned Radio's Commitment to Education. ED 360 422
- Black Dialects**  
On the Sociolinguistic Significance of Obscure Dialect Structures: The NP[i] "call" NP[i] Ving" Construction in African American Vernacular English. ED 359 790
- Black Education**  
Charting the Course of Lifelong Learning for Blacks. ED 359 317
- A Wake-Up Call for Middle-Class Black America. ED 360 423
- Black Family**  
Black Families at the Crossroads: Challenges and Prospects. ED 360 421//
- Black History**  
Booker T. Washington and the Adult Education Movement. ED 359 355//
- Charting the Course of Lifelong Learning for Blacks. ED 359 317
- Civil Rights Movement and the 1990s: Racism and the African-American Population. ED 360 408
- Zora Neale Hurston: A Storyteller's Life. Unsung Americans. ED 360 440//
- Black Influences**  
Booker T. Washington and the Adult Education Movement. ED 359 355//
- Black Leadership**  
Booker T. Washington and the Adult Education Movement. ED 359 355//
- Black Literature**  
An African-American Bibliography: The Arts. Selected Sources from the Collections of the New York State Library. Reprint. ED 359 984
- Black Students**  
African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest. ED 360 455
- Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education. ED 360 029
- Environmental Views and Values of Children in an Inner-City Black Community. ED 360 456
- Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent Black Males. ED 360 453
- Relationships between African American Doctoral Students and Their Major Advisors.

## Brain 203

- Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers. ED 359 915
- ED 360 441//
- Black Studies**  
Charting the Course of Lifelong Learning for Blacks. ED 359 317
- Black Youth**  
Bridges to Leadership 2000: Howard University Youth Leadership Program. ED 359 673
- The MEE Report: Reaching the Hip-Hop Generation. ED 360 410//
- Blacks**  
An African-American Bibliography: The Arts. Selected Sources from the Collections of the New York State Library. Reprint. ED 359 984
- African American Women and Mentoring. ED 360 425
- Discrimination and Prejudice: An Annotated Bibliography. Second Edition. ED 360 416//
- Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books. ED 359 564
- Vision and the Black Community College President. Revised. ED 360 227
- Blacklock FIRST**  
Utilizing the Parent Center Concept as a Means To Improve the Relations between Parent and Child/School and Community. ED 360 038
- Blame**  
Attitudes toward Child Suicide. ED 359 476
- Blindness**  
The Findings and Activities of the Texas Commission on Braille Textbook Production. A Report from the State Board of Education, Submitted to the Governor, Lt. Governor, Speaker, and the Seventy-Third Texas Legislature. Excellence and Equity for All Students. ED 359 726
- Block Grants**  
The Child Care and Development Block Grant Program. ARCH Factsheet Number 19. ED 359 722
- Blood Disorders**  
Model Bloodborne Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311. ED 360 293
- Blooms Taxonomy**  
The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary? ED 360 335
- Board of Education Policy**  
Transportation for School-Age Child Care: Current Status in Westchester County. ED 360 086
- Bookmaking**  
Literacy through the Book Arts. ED 359 484//
- Box Cox Transformations**  
The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348
- Bradley University IL**  
Connected Knowing: Evaluating a Women and Leadership Seminar. ED 359 873
- Braille**  
The Findings and Activities of the Texas Commission on Braille Textbook Production. A Report from the State Board of Education, Submitted to the Governor, Lt. Governor, Speaker, and the Seventy-Third Texas Legislature. Excellence and Equity for All Students. ED 359 726
- Brain**

- The Central Nervous System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 107
- Brandon University MB**  
Information Technology: A Model for Brandon University. ED 359 982
- Breastfeeding**  
Feeding Babies: From Breast Milk to the Family Dish. ED 360 049
- Bridges to Leadership 2000**  
Bridges to Leadership 2000: Howard University Youth Leadership Program. ED 359 673
- Britton (James)**  
A Comparative Study of the Educational Stances of Madeline Hunter and James Britton. Concept Paper No. 6. ED 359 546
- Broadcast Industry**  
HDTV Debate: Industrial Policy Gone Awry. ED 359 925
- Broadcast Journalism**  
Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News. ED 359 757
- Broadcast Television**  
An Analysis of the Formal Features of "Reality-Based" Television Programs. ED 360 063  
HDTV: In Search of a Policy. ED 359 939
- Brown v Board of Education**  
Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961. ED 360 454
- Budgeting**  
Libraries and Library Services. Field Hearing before the Committee on House Administration and Joint Committee on the Library. House of Representatives, One Hundred Second Congress, Second Session (Lumberton, North Carolina, September 21, 1992). ED 359 978
- Budgets**  
The Effect of Budget Cuts at the University of Georgia. ED 359 518
- Building Trades**  
The Application of Problem Based Learning to Distance Education. ED 359 398
- Burnout**  
The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout. ED 359 631
- Business and Techn Educ Council (Great Britain)**  
Staying the Course. ED 359 356
- Business Communication**  
Receptionist and Communication Systems Operation. Florida Vocational Program Guide. ED 359 349
- Business Council for Effective Literacy**  
BCEL Newsletter for the Business & Literacy Communities, 1984-1993. ED 359 392
- Business Education**  
Business Education Index 1992. Volume 53. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals and Yearbooks Published during the Year 1992. ED 359 336  
California State Universities' Business Education Policies: Their Cost to Community College Students and the State. ED 360 006  
A Chronology of Business Education in the United States 1635-1990. 1990 Update and Revisions. ED 359 384
- Computer Enrichment Handbook [and] Supplement A.** ED 359 386
- Creative Teaching Ideas.** ED 359 387
- The History of the National Business Education Association.** ED 359 385
- Business Education Teachers**  
Standards for Business Teacher Education. ED 359 388
- Business Responsibility**  
BCEL Newsletter for the Business & Literacy Communities, 1984-1993. ED 359 392
- Buy Indian Act 1908**  
Business Opportunities Enhancement Act (Draft Legislation To Amend the Buy Indian Act) To Increase Employment and Business Opportunities for Indians. Hearing before the Select Committee on Indian Affairs. United States Senate, One Hundred Second Congress, Second Session. ED 360 127
- Calculators**  
Effect of Teacher Involvement in Implementation of an Innovation. ED 360 291
- California**  
By Design or Default? A Report. ED 359 892  
English-as-a-Second-Language Model Standards for Adult Education Programs. ED 359 830  
Immigrant Voices: Pursuing an American Dream = Voces de inmigrantes: En busca de un sueño americano. ED 359 812  
School Districts: The Missing Link in Education Reform. ED 359 644
- California (Los Angeles)**  
School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft. ED 360 435
- California (San Francisco)**  
Preparing for Prison: Life in San Francisco's Inner-City Neighborhoods. Draft. ED 360 439
- California Community Colleges**  
How To Institute the Cross/Angelo Classroom Assessment Training Program on a College Campus, or, How To Create a Dynamic Teaching/Learning Partnership between Teachers and Students. ED 359 994  
How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment? ED 359 993  
A New Paradigm for Community Colleges: A Strategic Planning Issue. ED 359 997  
What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report. ED 359 995
- California State University**  
California State Universities' Business Education Policies: Their Cost to Community College Students and the State. ED 360 006
- California State University Inst for Teach Learn**  
Programs in the California State University that Support Public School Improvement. ED 359 853  
Student Outcomes Assessment in the California State University. Report of the California State University Advisory Committee on Student Outcomes Assessment. ED 359 854
- Cambodians**  
(Parenting Curriculum for Language Minority Parents: Bilingual Guide English-Khmer). ED 360 406
- Camping**  
A Guide to Women's Studies in the Outdoors: Review of Research with Annotated Bibliography. ED 360 141
- Canada**  
Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat. ED 359 329  
Allied Medical Education Accreditation Process Study: Final Report. ED 359 992  
Basis of Accreditation for Educational Programs in Allied Medical Disciplines. ED 359 991  
Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993). ED 359 367  
An Effective Learning Environment: A Discussion Paper on Strategy 1 of "Answering the Challenge." ED 360 097  
Le Canada: Un pays bilingue et multiculturel. Etudes sociales: 7e année, sujet C. Cahier de l'élève et l'unité d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition). ED 360 192  
Literacy for Metis and Non-Status Indian Peoples: A National Strategy. ED 359 821
- Canada Natives**  
Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised. ED 360 109  
Literacy for Metis and Non-Status Indian Peoples: A National Strategy. ED 359 821
- Cancer**  
Attitudes of Suicidal Ideators and Non-Ideators toward Suicide. ED 359 445
- Career Awareness**  
Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report. ED 360 444
- Career Change**  
Planning Grant To Initiate a National Center for Transition to Teaching. Final Report. ED 359 868
- Career Choice**  
Barriers to Women Entering the Workforce: Knowledge and Attitude toward Nontraditional Careers. Research Bulletin No. 4. ED 359 383  
Career Options: Self-Directed, Step-by-Step Career Planning. ED 360 013  
Career Patterns of Women Graduates of Independent Schools: A Comparison of Coeducational and All-Girls High Schools. ED 359 913  
Maximizing Participation of Women in Collegiate Aviation Education. NIAR Report 93-14. ED 359 885  
UCSF Medical Scholars Program, 1986-1987. ED 359 865
- Career Counseling**  
Career Options: Self-Directed, Step-by-Step Career Planning. ED 360 013  
Educational Advising for Student Retention. ED 360 020  
Midwest College Placement Association: Centralized Placement Committee Survey. ED 359 466
- Career Development**  
Bridges to Leadership 2000: Howard University Youth Leadership Program. ED 359 673  
The Career Development of Pretenure Faculty: RIE DEC 1993

## Subject Index

- An Institutional Study. ED 359 875  
Exploring Career Decisions. Career Development CD 6158. Middle Grades Exploratory Vocational and Technical Education. ED 359 428  
Home Health Aide. Florida Vocational Program Guide. ED 359 321  
Mentoring and the Business Environment: Asset or Liability? ED 359 432//  
Mentoring in Educational Settings: Unresolved Issues and Unanswered Questions. WEEA Digest. ED 359 434  
Nursing Assistant. Florida Vocational Program Guide. ED 359 322  
Peer Support Programs To Promote Independent Living and Career Development of People with Disabilities. Proceedings of the National Forum (1st, Louisville, Kentucky, November 14, 1991). ED 359 711  
A Teacher Is a Teacher Is a Teacher Is a...: Teachers' Professional Development from a Biographical Perspective. ED 360 292
- Career Education**  
DPI Gender Equity Leadership Project - Phase II. Final Report. ED 359 357
- Career Exploration**  
Career Options: Self-Directed, Step-by-Step Career Planning. ED 360 013  
Exploring Career Decisions. Career Development CD 6158. Middle Grades Exploratory Vocational and Technical Education. ED 359 428  
Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide. ED 359 415
- Career Guidance**  
Vocational Education: Guam 1991-1992. Annual Performance Report. ED 359 406
- Career Ladders**  
The Career Ladder Program as a Catalyst for Reform. ED 360 130
- Career Planning**  
Career Options: Self-Directed, Step-by-Step Career Planning. ED 360 013  
Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students. ED 360 457  
Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide. ED 359 415  
What's Next?: A Guide to Planning Life after High School. ED 359 439
- Caregiver Attitudes**  
The Neophyte Early Childhood Teacher. ED 360 067
- Caregiver Child Relationship**  
Continuity between Parents and Family Child Care Providers: Does It Matter? ED 360 057
- Caregivers**  
Stigma, HIV and AIDS: An Exploration and Elaboration of the Illness Trajectory Surrounding HIV Infection and AIDS. ED 359 454
- Caribbean**  
Educational Planning in Small-Area Countries: The Case of the Caribbean (Study Made on Behalf of Unesco). ED 360 209  
A Regional Information System Strategy for the Caribbean for the Year 2000. ED 359 962
- Caring**  
Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling.

RIE DEC 1993

- ED 359 593
- Carrollton Farmers Branch Independent Sch Dist TX**  
A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations. ED 359 601
- Catholic Schools**  
Dollars and Sense: Catholic High Schools and Their Finances, 1992. ED 359 615  
United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing. ED 360 391
- Censorship**  
Social Issues in Australian Children's Literature. ED 359 957
- Census Figures**  
School Enrollment Expected To Surpass Historic All-Time High. Issue Brief. ED 360 377
- Census 1990**  
School Enrollment Expected To Surpass Historic All-Time High. Issue Brief. ED 360 377
- Center for Consumer Home Economics Education CA**  
Center for Consumer Home Economics Education. Project Number 91-0095 and 91-0095, A-1 and A-2, January 31, 1992-June 30, 1993. A Report on Center Operation and Activities Conducted for California Community College Home Economics and Related Professionals. ED 360 005
- Center for the Study of Community Colleges CA**  
Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College. ED 359 999
- Central Florida Community College**  
CFCC: A Report on Indicators of Excellence. ED 360 030
- Central New York Library Resources Council**  
Preservation Needs Assessment: A Management Tool. Final Report of the 1992-1993 Central New York Preservation Needs Assessment Project. ED 359 966
- Certification**  
Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993. ED 360 058
- Change**  
Conceptual and Methodological Issues in Assessing Work Skills: A Multi-Disciplinary Analysis. ED 359 335  
Health Care Reform: How Will It Affect Nursing?-Nursing Education. ED 359 402
- Change Agents**  
Agents of Change: Exemplary Corporate Policies and Practices To Improve Education. ED 359 595  
Forming Consortia: A Promising Approach to Restructuring in the Small School. ED 360 124  
Monological Innovation versus Polylogical Improvement. ED 359 871  
The Rural Superintendent: The Missing Link in School Improvement. ED 360 111  
State of the Art: Transforming Ideas for Teaching and Learning Mathematics. ED 360 188
- Change Strategies**  
Achieving World Class Standards: The Challenge for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992).

## Child Advocacy

205

- ED 360 314  
Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat. ED 359 329  
Cultural and Linguistic Diversity in Education. Task Force Report. ED 359 738  
Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices. ED 360 301  
Effective Schools Practices That Work. ED 359 649  
The Effect That Method of Instruction Has on Achievement in Core Academic Content Areas. ED 360 265  
Modifying Teachers' Attributions: An Education-Consultation Approach. ED 359 441  
Restructuring the Curriculum for Active Involvement-Teachers and Students as Learners. ED 359 507  
Student Loan Program Simplification: Final Report. A Report to the Congress of the United States and the Secretary of Education. ED 359 883  
When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First. ED 359 716
- Chapman College CA**  
Freshman Seminar Program: Chapman College. Final Report, 1987-89. ED 359 861
- Characterization**  
Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books. ED 359 564  
Text and Reference. ED 359 764
- Charles County Community College MD**  
Charles County Community College Performance Accountability Report. ED 360 027  
Non-Returning Student Survey, Charles County Community College. ED 360 028
- Charter Schools**  
Charter Schools: A Viable Reform Initiative. ED 359 662
- Cheating**  
Assessing Graduate Education Students' Propensity toward Academic Misconduct. ED 360 370
- Check Lists**  
[Appraisal of Audiovisual Materials.] ED 359 934  
The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses. ED 359 475
- Chemistry**  
Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Non-science Major Chemistry Course. ED 360 179
- Child Abuse**  
A Compilation of Federal Education Laws: Volume V, As Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, First Session. ED 359 740  
Crisis Nursery Services-Responding to Parental Concerns. ARCH Factsheet Number 20. ED 359 723  
General Information about Crisis Nursery Care, ARCH Factsheet Number 1 [and] General Information about Respite Care, ARCH Factsheet Number 2. ED 359 721  
Unemployment and Child Abuse in a Rural Community: A Diverse Relationship. ED 360 143
- Child Advocacy**  
Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No.



10. ED 359 549
- Child Behavior**  
Continuity between Parents and Family Child Care Providers: Does It Matter? ED 360 057  
The Transition from Child Care to School. ED 360 068
- Child Behavior Checklist**  
The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses. ED 359 475  
Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children. ED 360 383
- Child Care and Development Block Grants**  
The Child Care and Development Block Grant Program. ARCH Factsheet Number 19. ED 359 722
- Child Care Occupations**  
Family Education and Training: From Research to Practice. Implementation Plan. Report No. 14. ED 360 044
- Child Caregivers**  
Child Care-Who Needs It? ED 360 066  
Continuity between Parents and Family Child Care Providers: Does It Matter? ED 360 057  
The Neophyte Early Childhood Teacher. ED 360 067
- Child Development**  
Early Childhood in Australian Schools: Future Directions. A Discussion Paper Commissioned by the Schools Council. AECA Working Paper. ED 360 065  
Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies. ED 360 121//  
Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children. ED 359 467  
Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind. ED 360 069  
Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3. ED 360 103  
Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992). ED 359 600  
Young People in the European Community: Towards an Agenda for Research and Policy. ED 360 212
- Child Development Project**  
A Longitudinal Investigation of the Effects of a School Intervention Program on Children's Social Development. ED 360 043
- Child Health**  
Children's Mental Health and Their Ability To Learn. Occasional Paper #8. ED 359 720  
Feeding Babies: From Breast Milk to the Family Dish. ED 360 049  
The Health/Education Connection: Initiating Dialogue on Integrated Services to Children at Risk and Their Families. Symposium (Alexandria, Virginia, March 5-6, 1990). ED 360 273  
Healthy Kids! State Initiatives To Improve Children's Health. ED 360 096  
School Health Coalition Building-One State's Plan. ED 360 263  
School Health Primary Care Programs in Community and Migrant Health Centers and Health Care for the Homeless Projects. Directory. ED 360 302  
The State of America's Children: 1992. ED 360 039//
- Child Language**  
Language Development from Two to Three. ED 359 794//
- Child Neglect**  
Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act-Chapter 1. Final Evaluation Report. ED 360 431
- Child Rearing**  
Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome. ED 360 146//  
A Guide for Parents of the Gifted Child. ED 359 712  
Maximizing Potential: The Parents' Role. ED 359 674  
Their World. ED 359 681
- Child Responsibility**  
Helping Your Child Learn Responsible Behavior (with Activities for Children). ED 360 098
- Child Responsiveness**  
Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices. ED 360 301
- Child Role**  
Helping Your Child Learn Responsible Behavior (with Activities for Children). ED 360 098
- Child Welfare**  
General Information about Crisis Nursery Care, ARCH Factsheet Number 1 (and) General Information about Respite Care, ARCH Factsheet Number 2. ED 359 721  
Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised. ED 360 109  
The Schools Partnership Project: A Successful Model towards Improving School Performance. ED 360 411  
The State of America's Children: 1992. ED 360 039//
- Childhood Attitudes**  
Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings. ED 360 071  
From Puggy to Larry: Poetry from "Gathering Light." ED 360 226
- Childhood Experiences**  
From Puggy to Larry: Poetry from "Gathering Light." ED 360 226
- Childhood Needs**  
Schools as Community Social-Service Centers: West Virginia Programs and Possibilities. ED 359 447
- Children**  
Attitudes toward Child Suicide. ED 359 476  
Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529. ED 359 458  
The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses. ED 359 475  
Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children. ED 360 383  
Helping Your Child Learn Responsible Behavior (with Activities for Children). ED 360 098  
The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991. ED 360 451  
Lives on the Edge: Single Mothers and Their Children in the Other America. ED 360 420//  
Overview of Childhood Schizophrenia.
- Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft. ED 360 437  
Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach. ED 359 468  
Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together. ED 360 413  
Poor Children and Welfare Reform. Executive Summary of the Final Report. ED 360 414  
The State of America's Children: 1992. ED 360 039//  
The View from New York City's Crack-Plagued Neighborhoods. ED 360 438
- Children's Libraries**  
"Go Wild! Read!" 1993 Summer Library Program Manual. Bulletin No. 93273. ED 359 977
- Children's Literature**  
Acting Together. Readers Theatre: Excerpts from Children's Literature on Themes from the Constitution. ED 360 238  
Arizona Heritage: A Bibliography of Materials and Directory of Authors, Illustrators and Storytellers for Teachers, Librarians and Parents. ED 359 967  
Books and Media for All South African Children in the 21st Century? ED 359 960  
Books for Children: Writing, Publishing, and Marketing. ED 359 959  
Books for Teens: Stressing the Higher Values: A CSLA Bibliography. ED 359 987  
Irish Literature in Austria. ED 359 949  
Literature and Literacy: The "Real" Book Approach to Children Learning To Read. ED 359 954  
The Mirror: A Newsletter of Multicultural Children's Literature, 1991-1993. ED 360 433  
Religious Books for Children: An Annotated Bibliography. Third Revised Edition. ED 360 231  
Social Issues in Australian Children's Literature. ED 359 957  
Teaching Oral Interpretation: A Reading Specialization Perspective. ED 359 591  
Theme Exploration: A Voyage of Discovery. ED 359 485//
- Children's Television**  
From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television. ED 359 566
- Children's Writing**  
Living between the Lines. ED 359 550//
- Chinese Americans**  
(Parenting Curriculum for Language Minority Parents: Chinese Language). ED 360 404
- Chinese Culture**  
More Than Just Chinese Food...A Collection of Writings by Adult ESL Learners and Three Approaches to Teaching and Writing in the ESL Classroom. ED 359 825//
- Chinese People**  
Chinese Students and Questioning Skills in American Graduate Level Classrooms. ED 359 803
- Christianity**  
Innovation in Late Medieval Educational Thought: Vincent of Beauvais, Ramon Lull, and Pierre Dubois. ED 360 242  
Religious Books for Children: An Annotated Bibliography. Third Revised Edition. ED 360 231

## Subject Index

### Chronic Illness

Stigma, HIV and AIDS: An Exploration and Elaboration of the Illness Trajectory Surrounding HIV Infection and AIDS.

ED 359 454

### Church Libraries

Books for Teens: Stressing the Higher Values: A CSLA Bibliography.

ED 359 987

Standards for Church and Synagogue Libraries: Guidelines for Measuring Effectiveness and Progress. CSLA Guide No. 6. Second Edition.

ED 359 988

### Church Role

Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education.

ED 360 029

### Circulation (Publications)

Simplifying Manual Circulation Techniques for Volunteers in Rural Public Library Settings for Greater Efficiency [and] Enhancing Volunteer Library Appeal: A Rural Arizona Public Library Experience.

ED 359 979

### Citizen Participation

The National Education Goals Report: Building the Best. Summary Guide, 1993.

ED 360 396

National Youth Service: A Global Perspective.

ED 360 202

### Citizens Councils

The Impact of Membership Diversity on School Council Decision Making.

ED 359 645

### Citizenship Education

Changes in the Former Soviet Union: Debating U.S. Aid. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.

ED 360 218

Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria.

ED 360 240

Social Studies K-12. Teacher Handbook.

ED 360 232

U.S. Trade Policy: Competing in a Global Economy. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.

ED 360 217

### Citrus County School District FL

Citrus County Professional Orientation Program, 1992-93.

ED 360 284

### City University of New York La Guardia

#### Comm Coll

Vision and the Black Community College President. Revised.

ED 360 227

### Civics

Social Studies K-12. Teacher Handbook.

ED 360 232

### Civil Rights

Civil Rights Movement and the 1990s: Racism and the African-American Population.

ED 360 408

### Civilian Personnel

H.R. 1685, Defense Language Institute Foreign Language Center. Hearing before the Investigations Subcommittee of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 27, 1992).

ED 359 796

### Class Activities

A Collaborative Task Oriented Approach to Teaching Online Documentation.

ED 359 563

Creative Teaching Ideas.

ED 359 387

Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions.

ED 360 329

Infotext: Reading and Learning.

ED 359 504//

Knights of the Round-Table.

Organizational Communication Feud.

ED 359 588

Strategy Notebook: A Compilation of Open-Ended Instructional Strategies and Materials for Beginning ESL and Literacy Learners.

ED 359 744

### Classes (Groups of Students)

Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement.

ED 360 317

### Classical Literature

Master Works of Aeschylus, Sophocles, and Euripides as Illuminated by Aristotle's "Poetics." Curriculum Projects, February 7-April 11, 1991. The Huntington Theatre Company's Master Works Study in Greek Drama.

ED 359 578

### Classics (Literature)

The Development of the Comic Spirit in 17th Century England from James Shirley to William Congreve. Curriculum Projects, April 7-June 16, 1992. The Huntington Theatre Company Master Works Study in Restoration Comedy.

ED 359 579

Master Works of Aeschylus, Sophocles, and Euripides as Illuminated by Aristotle's "Poetics." Curriculum Projects, February 7-April 11, 1991. The Huntington Theatre Company's Master Works Study in Greek Drama.

ED 359 578

On Teaching Literary Classics.

ED 359 544

University Library Borrowing: Two Studies Illustrating a Methodology.

ED 359 980

### Classification

Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989.

ED 360 351

The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary?

ED 360 335

### Classroom Communication

Chinese Students and Questioning Skills in American Graduate Level Classrooms.

ED 359 803

Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students.

ED 359 589

Story, Voice, and Culture: The Politics of Narrative in Multicultural Education.

ED 359 777

Teacher Questioning Behavior and Student Learning: What Research Says to Teachers.

ED 359 572

### Classroom Environment

Humor as an Instructional Practice: A Longitudinal Content Analysis of Humor Use in the Classroom.

ED 359 587

The Integrated Language Arts: Curriculum Endments in Whole Language and Traditional Fourth Grade Classrooms.

ED 359 495

Language Arts Topics and Educational Issues: Information Sheets.

ED 359 486

On Becoming a Sojourning Community.

ED 359 914

Portraits of Whole Language Classrooms: Learning for All Ages.

ED 359 501//

Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis.

ED 360 184

The Supportive Educational Environment for Creativity.

ED 360 080

Teacher Perception of Mixed-Age Groupings of Children.

ED 360 047

### Classroom Observation Techniques

Assessing Peer-Tutoring in the Classroom: A Comparison of Obtrusive and Unobtrusive Measures.

## Cognitive Development

207

Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom.

ED 360 325

Observation for the Improvement of Teaching. Publication Series 91-3.

ED 360 412

### Classroom Research

Teacher Research in a Linguistically-Diverse Classroom.

ED 359 779

### Classroom Techniques

Capitalizing on Culture through Competency-Based Adult Education.

ED 359 828

Classroom Management for Student Retention.

ED 360 021

Computer Enrichment Handbook [and] Supplement A.

ED 359 386

Creative Teaching Ideas.

ED 359 387

Monsters Make Stories.

ED 360 399

Serving the Underachiever: School-Based Interventions.

ED 359 446

Strategy Notebook: A Compilation of Open-Ended Instructional Strategies and Materials for Beginning ESL and Literacy Learners.

ED 359 744

The Supportive Educational Environment for Creativity.

ED 360 080

Technology in the Classroom: Planning for Educational Change.

ED 359 922

### Clearinghouses

ERIC Annual Report-1992. Summarizing the Recent Accomplishments of the Educational Resources Information Center.

ED 359 989

### Clerical Workers

Are Skill Requirements Rising? Evidence from Production and Clerical Jobs. EQW Working Papers.

ED 359 337

### Cleveland Public Schools OH

The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991.

ED 360 451

### Clinical Psychology

Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs.

ED 359 450

### Clothing

Apparel and Accessories. Second Edition. Career Competencies in Marketing Series.

ED 359 342

### Cluster Schools

Restructuring Urban Schools in Newark: An Evaluation of the Cluster Schools Program.

ED 360 339

### Codes of Ethics

Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest.

ED 360 037

Library Ethics: An Aspirational and Culturally Sensitive Alternative to Its Commandments.

ED 359 952

### Cognitive Ability

Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis.

ED 360 330

Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities.

ED 360 083

### Cognitive Development

An Analysis of Gardner's Theory of Multiple Intelligence.

ED 360 088

Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings.

- From Puggy to Larry: Poetry from "Gathering Light." ED 360 071
- Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind. ED 360 226
- Tobacco Smoke in the Home and Child Intelligence. ED 360 069
- ED 360 091
- Cognitive Processes**
- Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical Paper for Period February 1986-February 1987. ED 360 345
- Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data. ED 359 754
- Mood and Memory Research: The Need for a More Wholistic Approach. ED 360 347
- On the Nature of Expertise. ED 359 709
- Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension. ED 359 748
- The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary? ED 360 335
- Video Cases and the Thinking of Preservice Teachers. ED 360 298
- Cognitive Speed**
- Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical Paper for Period February 1986-February 1987. ED 360 345
- Cognitive Structures**
- Video Cases and the Thinking of Preservice Teachers. ED 360 298
- Cognitive Style**
- An Analysis of Gardner's Theory of Multiple Intelligence. ED 360 088
- Developmental Continuity across Preschool and Primary Grades. Implications for Teachers. ED 360 059
- Impact of Learning Styles on Instructional Design for Distance Education. ED 359 926
- Coherence**
- Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension. ED 359 760
- Cohort Analysis**
- Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College. ED 359 999
- Collaborative Learning**
- The Improvement of Reading Comprehension Skills in At Risk Second Graders. ED 359 505
- Collaborative Writing**
- Network-Based Classrooms: Promises and Realities. ED 359 532//
- College Administration**
- Campus Trends, 1993. Higher Education Panel Report Number 83. ED 359 911
- A Green Paper on Board Governance of the Colleges of Applied Arts and Technology in Ontario. ED 359 880
- Making Strategic Planning Work with Numbers: Responses to Enrollment Decline. ED 359 855
- A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges. ED 360 034
- College Admission**
- Helping People Discover Educational Opportunities: The Higher Education Information Center. ED 359 912
- What's Next?: A Guide to Planning Life after High School. ED 359 439
- College Applicants**
- Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs. ED 359 450
- College Bound Students**
- Graduate Activity Survey: Class of 1991 One Year after Graduation. ED 360 365
- High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation. ED 360 366
- What's Next?: A Guide to Planning Life after High School. ED 359 439
- College Choice**
- A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students. ED 359 996
- College English**
- CCCC: Bibliography of Composition and Rhetoric, 1991. ED 359 522//
- College Faculty**
- African American Women and Mentoring. ED 360 425
- Community College Faculty Dissatisfaction: A Comparative Analysis. ED 360 025
- The Composition Teacher as Drudge: The Pitfalls and Perils of Linking across the Disciplines. ED 359 553
- The Effect of Budget Cuts at the University of Georgia. ED 359 518
- The Effects of Personal Characteristics on Mentoring Activities. ED 359 448
- Maximizing Participation of Women in Collegiate Aviation Education. NIAR Report 93-14. ED 359 885
- Statistical Summary of Missouri Higher Education - 1992-93, with State Profile of ACT-tested Students Graduating from High School, Spring 1992. ED 359 897
- A Study of Faculty Needs in Texas, 1991-2008. A Report to the Texas Higher Education Coordinating Board by the Faculty Shortages Advisory Committee. ED 359 869
- Thinking Across the Curriculum: A Summary of FIPSE Sponsored Project #G-00841209. ED 359 857
- College Freshmen**
- Freshman Seminar Program: Chapman College. Final Report, 1987-89. ED 359 861
- Improved Reading Comprehension: A Key to University Retention? ED 359 498
- Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability. ED 360 180
- Sex, Gender and Locus of Control in College Students. ED 359 452
- College Graduates**
- Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families. ED 359 442
- Characteristics of Recent Science and Engineering Graduates: 1990. Detailed Statistical Tables. Surveys of Science Resources Series. ED 360 156
- Graduation Rate Differences within the VCCS, August 1993. ED 360 036
- How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment? ED 359 983
- Midwest College Placement Association: Centralized Placement Committee Survey. ED 359 466
- New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report. ED 360 313
- Point of Graduation Survey, 1992-93: Report of Findings. ED 360 031
- A Survey of the Writing Needs of Graduates of Two Selected Community College Programs of Study. Curriculum and Program Planning Seminar. ED 359 542
- Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students. ED 360 007
- College Libraries**
- Information Technology: A Model for Brandon University. ED 359 982
- Introduction to the Stony Brook Library: A Workbook for LBR 150. Third Edition. ED 359 948
- Kent Library Collection Policy and Departmental Library Selection Profiles. ED 359 961
- University Library Borrowing: Two Studies Illustrating a Methodology. ED 359 980
- College Outcomes Assessment**
- Assessing General Education Outcomes: An Institution-Specific Approach. Final Report. ED 359 859
- Assessing Models of Liberal Education: An Empirical Comparison. ED 359 864
- Charles County Community College Performance Accountability Report. ED 360 027
- Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges. ED 360 000
- National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities. ED 359 856
- Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991. Contractor Report. Statistical Analysis Report. ED 359 909
- Student Outcomes Assessment in the California State University. Report of the California State University Advisory Committee on Student Outcomes Assessment. ED 359 854
- College Planning**
- Arizona Community Colleges: Report of the Task Force on Community College Enrollment Growth Planning. ED 360 003
- Charles County Community College Performance Accountability Report. ED 360 027
- Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges. ED 360 000
- NMSU-Alamogordo Institutional Assessment and Strategic Planning (IASP) Process: A Handbook. (Version 1.1). ED 360 001
- Three-Year Strategic Plan for New Mexico State University-Alamogordo, 1993-1996. ED 360 002
- College Presidents**
- Vision and the Black Community College President. Revised. ED 360 227
- College Programs**
- H.R. 996-Veterans Education Outreach Program. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred Third Congress, First Session. RIE DEC 1993



- Midwest College Placement Association: Centralized Placement Committee Survey. ED 359 401
- College Role  
A New Paradigm for Community Colleges: A Strategic Planning Issue. ED 359 466
- College School Cooperation  
In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative. ED 359 890
- Issues and Dilemmas of Action Research in the League of Professional Schools. ED 360 327
- Issues in Establishing Rural Professional Development Schools. ED 360 112
- Minority Student Achievement Partnerships: What's Working in Arizona. Volume One. A Directory of Public School, Community College, and Public University Partnership Programs Improving Minority Access and Achievement in Arizona. ED 360 118
- Programs in the California State University that Support Public School Improvement. ED 359 853
- Restructuring a Teacher Preparation Program Using the Professional Development School Concept. ED 360 260
- College Science  
Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report. ED 360 157
- Concept Mapping for the Development of Medical Curricula. ED 360 322
- Curriculum Reforms in Post-Secondary Science in Nigeria. ED 360 172
- Making College Science Transparent through the Use of Concept Maps. ED 360 167
- Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability. ED 360 180
- Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Nonscience Major Chemistry Course. ED 360 179
- Science and Engineering Doctorate Awards: 1991. Selected Data. ED 360 181
- College Science Instrumentation Program  
Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report. ED 360 157
- College Second Language Programs  
Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study. ED 359 776
- College Students  
An Application of Digitized Speech in Hypermedia. ED 359 935
- A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses. ED 359 945
- A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion). ED 360 357
- Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities. ED 360 353
- The Development of the Post-Divorce Parental Conflict Scale. ED 360 384
- Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions. ED 360 329
- Self-Regulated Achievement in the Cegep Student: Motivated Strategies for Learning. ED 360 269
- Statistical Summary of Missouri Higher Education - 1992-93, with State Profile of ACT-tested Students Graduating from High School, Spring 1992. ED 359 897
- Statistics Achievement: A Function of Attitudes and Related Experiences. ED 360 324
- University Library Borrowing: Two Studies Illustrating a Methodology. ED 359 980
- College Teaching and Learning Collection  
Introduction to Computing: Lab Manual. Faculty Guide [and] Student Guide. ED 359 941
- Programs in the California State University that Support Public School Improvement. ED 359 853
- Student Outcomes Assessment in the California State University. Report of the California State University Advisory Committee on Student Outcomes Assessment. ED 359 854
- College Transfer Students  
The Academic Performance of PVCC Students Transferring to Virginia Public Senior Institutions of Higher Education (1991-92). Research Report Number 4-93 and PVCC Institutional Brief No. 93-6. ED 360 023
- Interfacing Two-Year and Four-Year Transcripts for Transfer Students. ED 360 017
- JCCC Transfer Students: Their Destinations and Achievements. 1992-1993. ED 360 035
- Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College. ED 359 999
- A Report on the KAIR Survey of Information Sharing Needs. ED 359 998
- Colleges  
American Indian Higher Education Consortium (AIHEC) Telecommunications Planning Project. Year One, Final Report and Recommendations. ED 360 135
- Colleges of Applied Arts and Technology  
A Green Paper on Board Governance of the Colleges of Applied Arts and Technology in Ontario. ED 359 880
- Collegiality  
Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School. ED 359 624
- How To Conduct Collaborative Action Research. ED 360 257
- Collis Romberg Mathematical Prob Solv  
Prof  
Collis-Romberg Mathematical Problem Solving Profiles. ED 360 151//
- Colorado  
Building a System for Early Intervention for Colorado's Infants and Toddlers and Their Families. ED 359 730
- Colorado Adolescents in Out-of-Home Placement: Health Education Survey, 1992. Report. ED 360 294
- Colorado School Health Education Survey 1992. Report. ED 360 295
- Colorado Special Education Administrative Decisions, 1993. ED 359 710
- Colorado: Youth Risk Behavior Survey, 1991. ED 359 469
- First Impressions: Governor Roy Romer's Initiative on Early Childhood. Year-End Report, July 1991 - June 1992. ED 360 050
- Communication Skills  
Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year IV (1990-1992). ED 359 731
- Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms. ED 359 732
- Survey of Colorado School Administrator Preparation Programs, 1992. ED 359 608
- Colorado School of Mines  
A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing. ED 359 520
- Columbus (Christopher)  
Columbia Quincentenary. Special Issue. ED 360 205
- Columbus Public Schools OH  
Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act-Chapter 1. Final Evaluation Report. ED 360 431
- Columbus Quincentenary  
Columbia Quincentenary. Special Issue. ED 360 205
- Commercial Television  
From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television. ED 359 566
- Commitment  
Agents of Change: Exemplary Corporate Policies and Practices To Improve Education. ED 359 595
- Commitment in Relationships: A Look at Constraint and Dedication. ED 359 470
- Communication (Thought Transfer)  
Homework and Network: Applications for Communication Theory. ED 359 581
- Communication Behavior  
Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students. ED 359 589
- Teacher Questioning Behavior and Student Learning: What Research Says to Teachers. ED 359 572
- Willingness To Collaborate as a New Communication Trait: Scale Development and a Predictive Model of Related Communication Traits. ED 359 582
- Communication Disorders  
Enhancing Curricular Designs. ED 359 702
- Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go. ED 359 703
- The Sociolinguistic Model in Speech and Language Pathology. ED 359 789
- Communication Problems  
A Case Study of Two Foreign Students: Focus on Language Problems. ED 359 574
- Literacy: An Ecological View. ED 359 369
- Communication Research  
Teacher Questioning Behavior and Student Learning: What Research Says to Teachers. ED 359 572
- Communication Skills  
Assuring Best Practices in Communication for Children and Youth with Severe Disabilities. ED 359 693
- A Case Study of Two Foreign Students: Focus on Language Problems. ED 359 574
- Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments. ED 359 698

- Communication Intervention for Persons with Severe and Profound Disabilities: An Overview. ED 359 700
- Facilitating and Measuring the Team Process within More Inclusive Educational Settings. ED 359 695
- Ideas at Work: Techniques for Effective Communication: Giving Feedback and Asking for Clarification. The Work Styles Series Minibook A. ED 359 850
- Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration. ED 359 701
- National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. ED 359 692
- Success Concepts. ED 359 747
- Teaching Oral Interpretation: A Reading Specialization Perspective. ED 359 591
- Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities. ED 359 697
- Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes. ED 359 707
- Communication Strategies**
- Humor as an Instructional Practice: A Longitudinal Content Analysis of Humor Use in the Classroom. ED 359 587
- Safe Sex and Compliance-Gaining Strategy Usage among College Students. ED 359 590
- Total Quality Management (Team Building and Cross Training): From Business to Academe and Back Again to Business. ED 359 567
- Communications**
- Media & Marketing-A Powerful New Alliance for Higher Education. ED 359 879//
- Communicative Competence (Languages)**
- Le Francais a l'elementaire: Guide pedagogique, deuxieme cycle. Francais - langue maternelle (Elementary School French: Teaching Guide, Second Cycle. French - Native Language). ED 359 792
- Le Francais a l'elementaire: Guide pedagogique, premier cycle. Francais - langue maternelle (Elementary School French: Teaching Guide, First Cycle. French - Native Language). ED 359 791
- Communicator Style**
- Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students. ED 359 589
- Community Action**
- Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529. ED 359 458
- Community Attitudes**
- Child Care-Who Needs It? ED 360 066
- Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961. ED 360 454
- Community Centers**
- Volunteer Voice. Volume IX. ED 359 848
- Community Characteristics**
- An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes. ED 360 316
- Community College Student Experiences**
- Quest

Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains. ED 360 022

**Community Colleges**

Campus Trends, 1993. Higher Education Panel Report Number 83. ED 359 911

Community College Faculty Dissatisfaction: A Comparative Analysis. ED 360 025

The Hazard Community College "50 Mile Club." ED 360 026

How To Institute the Cross/Angelo Classroom Assessment Training Program on a College Campus, or, How To Create a Dynamic Teaching/Learning Partnership between Teachers and Students. ED 359 994

**Community Coordination**

Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program. ED 359 661

**Community Education**

Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993). ED 359 367

Community Service Partnerships: African-American Owned Radio's Commitment to Education. ED 360 422

**Community Involvement**

Gavin Families. A Report. ED 359 814

Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal. ED 360 090

**Community Learning Centers**

Report on the Delaware Rural Assistance Council's Public Forum: Achieving Quality Education and Promoting Partnerships for Academic and Social Success. ED 360 113

**Community Organizations**

Documenting Community Organizations. ED 359 965

Program Planning about World Affairs: A Complete "How To" Guide: from Program Ideas to Audience Applause. ED 360 207

**Community Programs**

Consultation on Evaluation of Youth Development Programs. Report on the Meeting (January 15, 1992). ED 360 349

Learning Readiness: Promising Strategies. ED 360 100

Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal. ED 360 090

**Community Recreation Programs**

Overview of Youth Recreation Programs in the United States. ED 360 268

**Community Resources**

Overview of Youth Recreation Programs in the United States. ED 360 268

**Community Role**

Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529. ED 359 458

**Community Services**

Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program. ED 359 661

Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992). ED 359 600

**Compact Disk Interactive**

Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study. ED 359 920

**Comparative Analysis**

Assessing Models of Liberal Education: An Empirical Comparison. ED 359 864

**Comparative Education**

Pre-School Education in Egypt, Oman and Japan: A Comparative Perspective. ED 360 224

**Compensatory Education**

Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria. ED 360 321

Chapter 1 in Ohio: Elementary and Secondary Education Act. 27th Annual Evaluation Report, Fiscal 1992. ED 360 045

Holland House/Boysville Chapter 1 Neglected and Delinquent Program. Product Evaluation Report, 1992-93. ED 360 442

Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act-Chapter 1. Final Evaluation Report. ED 360 431

Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. Executive Summary. ED 360 460

"Unusually Successful": Pittsfield Chapter 1. ED 360 079

**Competence**

Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results. ED 360 354

**Competency Based Education**

The CAD Survival Kit. Teacher Edition. ED 359 424

Capitalizing on Culture through Competency-Based Adult Education. ED 359 828

Exploring Career Decisions. Career Development CD 6158. Middle Grades Exploratory Vocational and Technical Education. ED 359 428

Introduction to Robotics. Teacher Edition. ED 359 425

**Compliance (Legal)**

Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Year 1992. Report to the Congress. ED 359 882

Handbook for Implementing a District Gifted Education Plan. ED 359 714

Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year IV (1990-1992). ED 359 731

The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results. ED 359 737

**Compliance (Psychology)**

Safe Sex and Compliance-Gaining Strategy Usage among College Students. ED 359 590

**Compliance Gaining Strategies**

Safe Sex and Compliance-Gaining Strategy Usage among College Students. ED 359 590

**Composition Theory**

Argument, Free Speech, and the Politics of Deliberation in the Composition Classroom. ED 359 530

The Phrase of the Phallic Feminine: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy. ED 359 534

**Composting**

The Consumer's Handbook for Reducing Solid Waste. ED 360 160

## Subject Index

### Comprehensive School Health Programs

Healthy Schools. A Directory of Federal Programs and Activities Related to Health Promotion through the Schools.

ED 360 303

Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies.

ED 360 311

School Health Primary Care Programs in Community and Migrant Health Centers and Health Care for the Homeless Projects. Directory.

ED 360 302

Step by Step to Comprehensive School Health: The Program Planning Guide.

ED 360 304

### Compton Unified School District CA

The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders.

ED 360 452

### Computational Linguistics

Notes on Linguistics, 1990.

ED 359 784

### Computer Assisted Design

The CAD Survival Kit. Teacher Edition.

ED 359 424

### Computer Assisted Instruction

Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc.

ED 359 936

A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses.

ED 359 945

Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised.

ED 359 393

Distance Education: Two Modes of Learning Separated by a Common Language.

ED 359 938

Gender and Software Effects in Computer-Based Problem Solving.

ED 359 924

Impact of Learning Styles on Instructional Design for Distance Education.

ED 359 926

Incorporating Audio Support into English Composition CAI for Adult Learners. Phase II Final Report.

ED 359 358

Information Technology: A Model for Brandon University.

ED 359 982

Introduction to Computing: Lab Manual. Faculty Guide [and] Student Guide.

ED 359 941

Learning in Virtual Reality.

ED 359 950

A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design.

ED 359 802

Monsters Make Stories.

ED 360 399

Programs of 1992 Winning Teams. Pioneering Partners.

ED 359 930

The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29.

ED 359 932

Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles.

ED 360 099

Technology in the Classroom: Planning for Educational Change.

ED 359 922

Using Computers with Bilingual Students.

ED 359 817

### Computer Assisted Manufacturing

Introduction to Robotics. Teacher Edition.

ED 359 425

### Computer Assisted Testing

RIE DEC 1993

Automated Item Banking and Test Development. Final Technical Paper for Period October 1987-April 1988.

ED 360 344

User's Manual for the Basic Math Mastery Tests.

ED 360 342

### Computer Literacy

Computer Enrichment Handbook [and] Supplement A.

ED 359 386

Introduction to Computing: Lab Manual. Faculty Guide [and] Student Guide.

ED 359 941

### Computer Mediated Communication

A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses.

ED 359 945

### Computer Networks

Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success-Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH. Telecommunications Grant (1 July 1992-1 April 1993).

ED 359 973

Chancellor's Office Management Information System: A Report.

ED 360 009

Distributed Training for the Reserve Component: Instructor Handbook for Computer Conferencing.

ED 359 917

Network-Based Classrooms: Promises and Realities.

ED 359 532//

Telecommunications and K-12 Educators: Findings from a National Survey.

ED 359 923

### Computer Oriented Programs

ALERT: Student Retention Tracking System. Faculty Handbook, 1990-91.

ED 360 012

High Performance Computing: Advanced Research Projects Agency Should Do More To Foster Program Goals. Report to the Chairman, Committee on Armed Services, House of Representatives.

ED 359 940

The Impact of Computerization on Archival Finding Aids: A RAMP Study.

ED 359 947

Machine Translation Technology: A Potential Key to the Information Age. Report of the FCCSET Committee on Industry and Technology.

ED 359 942

### Computer Simulation

Learning in Virtual Reality.

ED 359 950

### Computer Software

A Manual for Single Switch and Adaptive Software Programming. Computer Applications for Students with Physical, Sensory, Developmental, and Learning Disabilities.

ED 359 684

Notes on Linguistics, 1991.

ED 359 805

Using Computers with Bilingual Students.

ED 359 817

### Computer Software Development

An Application of Digitized Speech in Hypermedia.

ED 359 935

### Computer Software Selection

A Procedure for Supporting the Selection of Courseware by Secondary School Teachers.

ED 359 929

### Computer Uses in Education

Are We Using Instructional Technology Effectively?

ED 360 008

Chancellor's Office Management Information System: A Report.

ED 360 009

Comprehensive Long Range Plan for Instructional Technology.

ED 359 919

## Conservation (Environment)

211

Technology, Training, and Curricula Revisited: The National Science Foundation Grant to the Science Academy of Austin 1991-92. Final Report.

ED 360 256

### Computers

Computer Enrichment Handbook [and] Supplement A.

ED 359 386

### Concept Mapping

Concept Mapping for the Development of Medical Curricula.

ED 360 322

### Concept Maps

Making College Science Transparent through the Use of Concept Maps.

ED 360 167

### Confidence Testing

An Integrated Teacher Education Model for Enhanced Economic Literacy of Primary Teachers.

ED 360 287

### Confirmatory Factor Analysis

Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis.

ED 360 330

### Conflict

The Development of the Post-Divorce Parental Conflict Scale.

ED 360 384

Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach.

ED 359 468

### Conflict of Interest

Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest.

ED 360 037

### Conflict Resolution

Alliance Patterns Formed among Early Adolescents and Their Parents.

ED 360 092

Biennial Report of the United States Institute of Peace, 1991. Submitted to the Congress and the President of the United States.

ED 360 197

Education for Global Perspectives and Non-Violent Relations: A Selective Bibliography. Educational Document No. 100 = Undervisning for icke-valdsrelationer: Exemplifierande bibliografi. Pedagogisk dokumentation Nr. 100.

ED 360 196

Peace Education: Perspectives from Brazil and India. An Interview with Anima Bose (India) and Zimarian Jeanne Walker (Brazil). Reprints and Miniprints No. 683.

ED 360 194

### Congenital Impairments

An Analysis of Resources To Aid Drug-Exposed Infants and Their Families.

ED 359 734

Educating Young Children Prenatally Exposed to Drugs and At Risk. Report and Resource Compendium.

ED 359 682

Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114.

ED 360 040

### Connecticut Adult Performance Program

Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP).

ED 359 377

### Conservation (Environment)

The Consumer's Handbook for Reducing Solid Waste.

ED 360 160

The Garbage Crisis: Environmental Issues for Adult ESL Learners.

ED 359 827//

Learning for the Future: Adult Learning and the Environment. A NIACE Policy Discussion Paper.

ED 359 390

Natural Resources and Forest Ecology. Florida Vocational Program Guide.

ED 359 346

TVA-A World of Resources.

ED 360 152



**Consortia**

Condoning Drug Education Programs at Colleges and Universities.

ED 359 876

Forming Consortia: A Promising Approach to Restructuring in the Small School.

ED 360 124

**Constitutional History**

Acting Together. Readers Theatre: Excerpts from Children's Literature on Themes from the Constitution.

ED 360 238

**Constitutional Law**

Acting Together. Readers Theatre: Excerpts from Children's Literature on Themes from the Constitution.

ED 360 238

Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria.

ED 360 240

**Construct Validity**

The Development of the Post-Divorce Parental Conflict Scale.

ED 360 384

An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach.

ED 360 337

**Constructivism (Learning)**

Mood and Memory Research: The Need for a More Wholistic Approach.

ED 360 347

**Consultation Programs**

Federal Resource Center for Special Education. Final Report.

ED 359 739

Modifying Teachers' Attributions: An Education-Consultation Approach.

ED 359 441

**Consumer Economics**

Consumerism & Development.

ED 360 250

**Consumer Education**

Center for Consumer Home Economics Education. Project Number 91-0095 and 91-0095, A-1 and A-2, January 31, 1992-June 30, 1993. A Report on Center Operation and Activities Conducted for California Community College Home Economics and Related Professionals.

ED 360 005

**Consumer Information**

The Consumer's Handbook for Reducing Solid Waste.

ED 360 160

**Consumers**

Consumerism & Development.

ED 360 250

**Consumption**

Consumerism & Development.

ED 360 250

**Content Analysis**

An Analysis of the Formal Features of "Reality-Based" Television Programs.

ED 360 063

Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data.

ED 359 754

Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels.

ED 359 753

Preservice and Inservice Professional Development Efforts Regarding Bloom's Learning for Mastery.

ED 360 282

**Content Area Reading**

Infotext: Reading and Learning.

ED 359 504//

**Content Area Teaching**

How To Integrate Language and Content Instruction: A Training Manual. Second Edition.

ED 359 780

**Content Area Writing**

The Well-Tempered Mathematics Assignment.

ED 359 561

**Content Regulation (Broadcasting)**

The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research.

ED 359 570

**Context Effect**

"Diving" into Communities of Practice: Examining Learning as Legitimate Peripheral Participation in an Everyday Setting.

ED 360 387

Inputs, Processes, Outcomes: The Context for Achievement among Economically Disadvantaged Students in Appalachia.

ED 360 122

**Continuing Education**

Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993).

ED 359 367

Developing an Administrative Assessment Instrument.

ED 360 369

Handbook of Adult and Continuing Education. The Jossey-Bass Higher Education Series.

ED 359 411//

Race for a Change in Continuing and Higher Education. The Cutting Edge Series.

ED 359 368//

**Continuity**

Continuity between Parents and Family Child Care Providers: Does It Matter?

ED 360 057

**Contrastive Linguistics**

Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing.

ED 359 765

Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News.

ED 359 757

**Controversial Issues (Course Content)**

Helping Students Find Sensitive Material: A Guide to the Literature on Homosexuality for Librarians and Faculty.

ED 359 990

Politics and the English Instructor: Using Political Literature To Teach Composition.

ED 359 509

School Health Coalition Building-One State's Plan.

ED 360 263

**Conversation**

Variations of Parent and Adolescent Emotional Expression: Differences by Pubertal Status, Gender, and Conversation.

ED 360 073

**Conversational Markers**

Macrostructure in Conversation.

ED 359 750

**Cooking Instruction**

Associate in Occupational Studies, Culinary Arts. Self-Study Report Presented to the Accrediting Commission of the American Culinary Federation Educational Institute.

ED 359 396

**Cooperation**

Ethics of Collaboration: A Quest for Guidelines.

ED 360 235

Willingness To Collaborate as a New Communication Trait: Scale Development and a Predictive Model of Related Communication Traits.

ED 359 582

**Cooperative Learning**

Collaborative Strategies That Integrate the Language Arts for Cross-Age Learning.

ED 359 531

A Collaborative Task Oriented Approach to Teaching Online Documentation.

ED 359 563

Cooperative Learning and Gifted Students: A National Survey. Short Report.

ED 359 717

Cooperative Learning in a College Chemistry Course.

ED 359 874

The Importance of Participant Role in Cooperative Learning.

ED 359 772

A Management System for Refocusing Student

Writing through Personalization and Cooperative Learning.

ED 359 557

On Becoming a Sojourning Community.

ED 359 914

Self-Reports and Observed Behavior Seeking and Giving Help to Peers.

ED 360 355

A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations.

ED 359 601

Working Papers in Educational Linguistics, Volume 9, Number 1, Spring 1993.

ED 359 771

**Cooperative Planning**

Condoning Drug Education Programs at Colleges and Universities.

ED 359 876

Cooperative Planning and Information Access Skills.

ED 359 974

**Cooperative Programs**

Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education.

ED 360 029

Lessons on Corporate Intervention into School-Based Management.

ED 359 648

Partnerships for Learning.

ED 359 686

South Carolina Higher Education Assessment (SCHEA) Project. Final Report.

ED 359 862

**Coordination**

Ethics of Collaboration: A Quest for Guidelines.

ED 360 235

Job Training for the Homeless: Report on Demonstration's First Year. Research and Evaluation Report Series 91-F.

ED 359 359

Multiple Employment Programs. National Employment Training Strategy Needed. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate.

ED 359 427

Special Education in Early Childhood. A Burning Issues Series Report.

ED 360 136

**Coordinators**

Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.

ED 359 889

**Coping**

A Case Study of Two Foreign Students: Focus on Language Problems.

ED 359 574

Development and Evaluation of a School-Based Stress and Coping Curriculum.

ED 360 051

Families and the Grief Process. ARCH Factsheet Number 21.

ED 359 724

I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays.

ED 360 407//

**Copyrights**

Copyright Amendments Act of 1991. Hearings on H.R. 2372, Copyright Amendments Act of 1991: Fair Use of Unpublished Works, Copyright Renewal, and National Film Preservation before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Second Congress, First Session (May 30, June 6, 12, and 20, 1991).

ED 359 975

**Core Curriculum**

The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations.

ED 360 375

**Corporate Education**

## Subject Index

BCEL Newsletter for the Business & Literacy Communities, 1984-1993.

ED 359 392

### Corporate Support

BCEL Newsletter for the Business & Literacy Communities, 1984-1993.

ED 359 392

Lessons on Corporate Intervention into School-Based Management.

ED 359 648

### Corporations

Agents of Change: Exemplary Corporate Policies and Practices To Improve Education.

ED 359 595

### Correctional Education

Prison Literacy Project Handbook. Revised.

ED 359 414

### Correlation

Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity.

ED 360 084

### Cost Effectiveness

Are We Using Instructional Technology Effectively?

ED 360 008

Computational Approaches for Analyzing Tradeoffs between Training and Aiding. Final Technical Paper for Period February-December 1989.

ED 360 346

Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing.

ED 359 918

Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief.

ED 359 725

Failing Students-Is It Worth the Cost? Issue Paper #3.

ED 359 666

Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989.

ED 360 351

Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.

ED 360 016

Pupil Transportation Cost Control Opportunities. Public Affairs Focus, Issue Number 26.

ED 359 609

Why a Year Round School District Moved from a Multi-Track to a Single Track Operation.

ED 359 659

### Counseling Services

Academic Options for Students Affected by the Standards for Student Success.

ED 360 011

Peer Support Programs To Promote Independent Living and Career Development of People with Disabilities. Proceedings of the National Forum (1st, Louisville, Kentucky, November 14, 1991).

ED 359 711

### Counseling Techniques

Families and the Grief Process. ARCH Factsheet Number 21.

ED 359 724

Nurturing a Teacher Advisory Program.

ED 360 078

A Program Evaluation of Short Term Counseling with Primary Grade Children.

ED 359 460

Serving the Underachiever: School-Based Interventions.

ED 359 446

Stories and Solutions in Psychotherapy with Adolescents.

ED 359 455

### Counselor Role

Educational Advising for Student Retention.

ED 360 020

A Local Study of the Roles and Functions of the Secondary School Counselor.

ED 359 464

### Counselor Training

RIE DEC 1993

The Supervisory Working Alliance Inventory: A Validity Study.

ED 360 358

### Course Content

Argument, Free Speech, and the Politics of Deliberation in the Composition Classroom.

ED 359 530

Assessment of Field Placement.

ED 360 015

California State Universities' Business Education Policies: Their Cost to Community College Students and the State.

ED 360 006

Colorado Adolescents in Out-of-Home Placement: Health Education Survey, 1992. Report.

ED 360 294

Social Studies Grade 8 Curriculum Guide. Revised.

ED 360 234

### Course Evaluation

Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing.

ED 359 918

### Course Integrated Library Instruction

Cooperative Planning and Information Access Skills.

ED 359 974

Library Skills for Psychological Research: A Workbook for Psychology 121. 3rd Edition.

ED 359 953

### Course Objectives

Connected Knowing: Evaluating a Women and Leadership Seminar.

ED 359 873

### Course Organization

Distributed Training for the Reserve Component: Instructor Handbook for Computer Conferencing.

ED 359 917

### Course Selection (Students)

The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations.

ED 360 375

### Courseware

Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised.

ED 359 393

A Procedure for Supporting the Selection of Courseware by Secondary School Teachers.

ED 359 929

### Court Litigation

The Notion of Coercion in Courtroom Questioning.

ED 359 752

### Crack

The View from New York City's Crack-Plagued Neighborhoods.

ED 360 438

### Creative Development

Doors and Windows of My Mind: Thresholds of Visual Thinking.

ED 360 213

F.Y.I. For Your Imagination: Focused Imaging. Instructional Strategies Series No. 12.

ED 360 310

On the Nature of Expertise.

ED 359 709

The Supportive Educational Environment for Creativity.

ED 360 080

Their World.

ED 359 681

### Creative Expression

Doors and Windows of My Mind: Thresholds of Visual Thinking.

ED 360 213

### Creative Thinking

On the Nature of Expertise.

ED 359 709

### Creative Writing

Books for Children: Writing, Publishing, and Marketing.

ED 359 959

## Cultural Awareness

213

Experiment with Fiction. The Reading/Writing Teacher's Companion Series.

ED 359 552//

### Creativity

The Supportive Educational Environment for Creativity.

ED 360 080

### Criminal Law

Criminal Justice Technology. Florida Vocational Program Guide.

ED 359 418

### Crisis Child Care

Crisis Nursery Services-Responding to Parental Concerns. ARCH Factsheet Number 20.

ED 359 723

General Information about Crisis Nursery Care, ARCH Factsheet Number 1 [and] General Information about Respite Care, ARCH Factsheet Number 2.

ED 359 721

### Crisis Intervention

Crisis Nursery Services-Responding to Parental Concerns. ARCH Factsheet Number 20.

ED 359 723

### Criterion Referenced Tests

The Rise and Fall of Criterion-Referenced Measurement?

ED 360 367

### Cross Age Teaching

Collaborative Strategies That Integrate the Language Arts for Cross-Age Learning.

ED 359 531

### Cross Angelo Classroom Assessment Model

What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.

ED 359 995

### Cross Cultural Studies

A Cooperative Research Group for the Study of Culture and Science Education in Developing Countries.

ED 360 155

Indonesia and the Challenge of Development. Fulbright-Hays Summer Seminars Abroad Program (November, 1991).

ED 360 211

### Cross Cultural Training

Design for Cross-Cultural Learning.

ED 360 417//

Multicultural Resource List.

ED 359 852

### Cultural Awareness

The African Diaspora: Teaching the Children.

ED 360 228

Capitalizing on Culture through Competency-Based Adult Education.

ED 359 828

Cultural Diversity: Preparing Communication Majors for the Real World.

ED 359 571

Design for Cross-Cultural Learning.

ED 360 417//

Empowering Hispanic Families: A Critical Issue for the '90s.

ED 360 461//

Family Story Curriculum Project. Refugee Women's Alliance.

ED 359 839

Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.

ED 360 117

Planning and Organizing for Multicultural Instruction. Second Edition.

ED 360 447//

REACH Report to the Rockefeller Foundation. Revised.

ED 360 214

School Exchanges Present and Future. Proceedings of the Symposium (Barcelona, Spain, March 13-17, 1991) = Bilan et Perspectives des Echanges Scolaires. Actes du colloque (Barcelona, Spain, 13-17 mar 1991).

ED 360 208

Shared Wisdom: A Collection of Proverbs, Sayings and Quotations.

ED 360 208

- The Sociolinguistic Model in Speech and Language Pathology.** ED 359 843
- The State of Asian Pacific America: Policy Issues to the Year 2020. A Public Policy Report.** ED 359 789
- Storytelling Project. Southeast Asian Women's Alliance.** ED 360 409//
- The Trap of Generalization: A Case of Encountering a New Culture.** ED 359 838
- Cultural Background** ED 359 773
- Background Factors Predicting Teacher Ratings of Children's School Performance.** ED 360 053
- Education, Culture and Productive Life. Proceedings of the Annual International Meeting of the Centre for the Study of Education in Developing Countries (25th, December 9-21, 1988). CESO Paperback No. 13.** ED 360 198
- Folkpatterns 4-H Leader's Guide: A Cultural Heritage Project.** ED 360 199//
- Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis.** ED 360 184
- Cultural Context**
- Deaf Children's Sex-Role Stereotypes as a Function of Language Ability.** ED 359 576
- Literacy in Cross-Cultural Perspective: Implications for Policy and Practice.** ED 359 841
- The Parameters of Postmodernism.** ED 359 524//
- The Relationship between Culture and Curriculum: A Many Fitting Thing. Project Report.** ED 359 667
- Removing Cultural Barriers to Numeracy.** ED 359 840
- Telling a Good Story: Origins of Broadcast Drama Criticism.** ED 359 565
- What Do We Mean by "Local Literacies?"** ED 359 842
- Cultural Differences**
- Cultural and Linguistic Diversity in Education. Task Force Report.** ED 359 738
- Images Bridging Home and Academic Cultures.** ED 359 536
- Lexis in Discourse.** ED 359 751
- Library Ethics: An Aspirational and Culturally Sensitive Alternative to Its Commandments.** ED 359 952
- The Mirror: A Newsletter of Multicultural Children's Literature, 1991-1993.** ED 360 433
- Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.** ED 360 103
- Pages from Life: Families Write Together = Páginas de la Vida: Familias Escriben Juntas.** ED 360 463//
- Progressive Education for the 1990s: Transforming Practice.** ED 360 418//
- Cultural Education**
- Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts.** ED 360 145
- Cultural Influences**
- Deaf Children's Sex-Role Stereotypes as a Function of Language Ability.** ED 359 576
- Education for All: Purpose and Context. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph I. Roundtable Themes I.** ED 359 362//
- Education for All: The Requirements. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph III. Roundtable Themes III.** ED 359 364//

- Cultural Interrelationships**
- School Exchanges Present and Future. Proceedings of the Symposium (Barcelona, Spain, March 13-17, 1991) = Bilan et Perspectives des Echanges Scolaires. Actes du colloque (Barcelone, Spain, 13-17 mar 1991).** ED 360 208
- Cultural Isolation**
- Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children.** ED 360 140
- Cultural Pluralism**
- Cultural Diversity: Preparing Communication Majors for the Real World.** ED 359 571
- Gender and Cultural Diversity Bias in Developmental Textbooks.** ED 359 478
- Le Canada: Un pays bilingue et multiculturel. Etudes sociales: 7e année, sujet C. Cahier de l'éleve et Unite d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition).** ED 360 192
- Multicultural Resource List.** ED 359 852
- Race for a Change in Continuing and Higher Education. The Cutting Edge Series.** ED 359 368//
- Sharing Our Stories & Traditions. Annual Bilingual Multicultural Education Equity Conference [Report] (18th, Anchorage, Alaska, February 5-7, 1992).** ED 360 132
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- Divorce**
- The Development of the Post-Divorce Parental Conflict Scale. ED 360 384
- Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach. ED 359 468
- Parents as Resources When Adult Children Divorce. ED 359 472
- Doctoral Degrees**
- Science and Engineering Doctorate Awards: 1991. Selected Data. ED 360 181
- Doctoral Programs**
- Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs. ED 359 450
- Documentation**
- Documenting Community Organizations. ED 359 965
- ERIC Annual Report-1992. Summarizing the Recent Accomplishments of the Educational Resources Information Center. ED 359 989
- Downey Quality Fit Framework**
- The Quality Fit. ED 359 643
- Drafting**
- The CAD Survival Kit. Teacher Edition. ED 359 424
- Drama**
- As They Liked It: The Tragical-Comical-Pastoral Drama of Elizabethan Theatre. Curriculum Projects. The Huntington Theatre Company's Master Works Study in Shakespeare. ED 359 577
- The Development of the Comic Spirit in 17th Century England from James Shirley to William Congreve. Curriculum Projects, April 7-June 16, 1992. The Huntington Theatre Company Master Works Study in Restoration Comedy. ED 359 579
- Irish Literature in Austria. ED 359 949
- Master Works of Aeschylus, Sophocles, and Euripides as Illuminated by Aristotle's "Poetics." Curriculum Projects, February 7-April 11, 1991. The Huntington Theatre Company's Master Works Study in Greek Drama. ED 359 578
- Telling a Good Story: Origins of Broadcast Drama Criticism. ED 359 565
- Dramatics**
- As They Liked It: The Tragical-Comical-Pastoral Drama of Elizabethan Theatre. Curriculum Projects. The Huntington Theatre Company's Master Works Study in Shakespeare. ED 359 577
- The Development of the Comic Spirit in 17th Century England from James Shirley to William Congreve. Curriculum Projects, April 7-June 16, 1992. The Huntington Theatre Company Master Works Study in Restoration Comedy. ED 359 579
- Master Works of Aeschylus, Sophocles, and Euripides as Illuminated by Aristotle's "Poetics." Curriculum Projects, February 7-April 11, 1991. The Huntington Theatre Company's Master Works Study in Greek Drama. ED 359 578
- Dropout Prevention**
- Managing and Improving the Education of Students At-Risk. ED 360 434
- Performance-Base Diploma Program: An Award-Winning Approach to Dropout Prevention. ED 359 658
- State Plan To Reduce the Dropout Rate, 1993-95. A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature. ED 360 430
- Staying the Course. ED 359 356
- Dropout Programs**
- Performance-Base Diploma Program: An Award-Winning Approach to Dropout Prevention. ED 359 658
- Dropout Rate**
- Impact of Educational Reform on Students in At-Risk Situations, Phase III: Interim Report. Executive Summary. ED 359 641
- School Correlates with Student Persistence To Stay in School. ED 359 599
- Dropouts**
- Educational Reforms for At-Risk Students. New York City Case Study. ED 360 428
- Former Student Survey. ED 360 032
- Non-Returning Student Survey, Charles County Community College. ED 360 028
- Drug Abuse**
- Alcohol, Tobacco, and Other Drugs May Harm the Unborn. ED 359 678
- An Analysis of Resources To Aid Drug-Exposed Infants and Their Families. ED 359 734
- Educating Young Children Prenatally Exposed to Drugs and At Risk. Report and Resource Compendium. ED 359 682
- Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. ED 359 889
- Working with Youth in High-Risk Environments: Experiences in Prevention. OSAP Prevention Monograph-12. ED 359 461
- Drug Education**
- Condoning Drug Education Programs at Colleges and Universities. ED 359 876
- Drug Exposed Children**
- An Analysis of Resources To Aid Drug-Exposed Infants and Their Families. ED 359 734
- Drug Rehabilitation**
- Motivational Profiles of Veterans Seeking Substance Abuse Treatment: Profiles Based on Stages of Change. ED 359 453
- Drug Use**
- Colorado: Youth Risk Behavior Survey, 1991. ED 359 469
- Program Development for Community AIDS Outreach. Clinical Report Series. ED 359 462
- School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft. ED 360 435
- Dual Career Family**
- Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families. ED 359 442
- Due Process**
- Colorado Special Education Administrative Decisions, 1993. ED 359 710
- A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State. Non-English Language Editions. ED 359 690
- Understanding Learning Disabilities: A Parent Guide and Workbook. Second Edition. ED 359 680
- Early Admission**
- Accelerated Education Methods for Intellectually Gifted Secondary Students. ED 359 708
- Early Childhood Education**
- Changing Faces: The Early Childhood Profession in Australia. ED 360 060
- Dispositions: Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4. ED 360 104
- Five Perspectives on Quality in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 1. ED 360 101
- Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3. ED 360 103
- The Neophyte Early Childhood Teacher. ED 360 067
- Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993. ED 360 058
- The Transition from Child Care to School. ED 360 068
- Early Intervention**
- Building a System for Early Intervention for Colorado's Infants and Toddlers and Their Families. ED 359 730
- Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Programs for Families of Infants, Toddlers, and Preschool-Aged Children with Hearing Impairments. Project SKI\*HI Outreach. Final Report. ED 359 688
- Development and Evaluation of a School-Based Stress and Coping Curriculum. ED 360 051
- Educating Young Children Prenatally Exposed to Drugs and At Risk. Report and Resource Compendium. ED 359 682
- Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome. ED 360 146//
- A Longitudinal Investigation of the Effects of a School Intervention Program on Children's Social Development.

## Subject Index

- ED 360 043  
Outreach Services To Stimulate Home-Based Services for Infants, Toddlers, and Preschool-Aged Children with Deaf-Blindness and Multihandicap Sensory Impairments. Project INSITE Outreach. Final Report.
- ED 359 689  
Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year IV (1990-1992).
- ED 359 731  
Promising Practices in Early Childhood Education. Volume I.
- ED 360 137  
Strategies for Developing Emergent Literacy.
- ED 360 085  
"Unusually Successful": Pittsfield Chapter I.
- ED 360 079
- Early Parenthood**  
LEAP: Interim Findings on a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.
- ED 359 459  
Tracking Survivors through the High School Years: The Theory of Survival Analysis.
- ED 359 456
- Early Retirement**  
Planning Grant To Initiate a National Center for Transition to Teaching. Final Report.
- ED 359 868
- East Central College Consortium**  
Thinking Across the Curriculum: A Summary of FIPSE Sponsored Project #G-00841209.
- ED 359 857
- East Germany**  
Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News.
- ED 359 757
- Ecology**  
Natural Resources and Forest Ecology. Florida Vocational Program Guide.
- ED 359 346
- TVA-A World of Resources.
- ED 360 152
- Economic Development**  
Bilingualism and National Development.
- ED 359 800//  
Business Opportunities Enhancement Act (Draft Legislation To Amend the Buy Indian Act) To Increase Employment and Business Opportunities for Indians. Hearing before the Select Committee on Indian Affairs. United States Senate, One Hundred Second Congress, Second Session.
- ED 360 127
- Consumerism & Development.
- ED 360 250  
Education for All: Purpose and Context. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph I. Roundtable Themes I.
- ED 359 362//  
The Equivocal Prospects for Indian Reservations. Occasional Paper 1993-2.
- ED 360 129  
Perspectives from the South in Development Education. Development Education Annual 1990/1991.
- ED 360 203
- Economic Factors**  
Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project.
- ED 360 443  
[Appraisal of Audiovisual Materials.]
- ED 359 934  
Black Families at the Crossroads: Challenges and Prospects.
- ED 360 421//  
Energy, Economics, and the Environment: Case Studies and Teaching Activities for Middle School.
- ED 360 149
- Economic Impact**  
Development Opportunities: The Effect of UMES on the Town of Princess Anne, Maryland.

RIE DEC 1993

- ED 359 894
- Economically Disadvantaged**  
Bridges to Leadership 2000: Howard University Youth Leadership Program.
- ED 359 673  
The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991.
- ED 360 451  
Inputs, Processes, Outcomes: The Context for Achievement among Economically Disadvantaged Students in Appalachia.
- ED 360 122  
Lives on the Edge: Single Mothers and Their Children in the Other America.
- ED 360 420//  
Losing Generations: Adolescents in High-Risk Settings.
- ED 360 448  
Poor Children and Welfare Reform. Executive Summary of the Final Report.
- ED 360 414  
4-H Youth Programs - Enhancing the Quality of Life.
- ED 359 449
- Economics**  
Changes in the Former Soviet Union: Debating U.S. Aid. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.
- ED 360 218  
U.S. Trade Policy: Competing in a Global Economy. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.
- ED 360 217
- Economics Education**  
An Integrated Teacher Education Model for Enhanced Economic Literacy of Primary Teachers.
- ED 360 287
- Education Consolidation Improvement Act Chapter 1**  
Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria.
- ED 360 321  
Chapter 1 in Ohio: Elementary and Secondary Education Act. 27th Annual Evaluation Report, Fiscal 1992.
- ED 360 045  
Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. Executive Summary.
- ED 360 460
- Education Majors**  
Assessing Graduate Education Students' Propensity toward Academic Misconduct.
- ED 360 370  
New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report.
- ED 360 313
- Education of the Handicapped Act 1986 (Part H)**  
Building a System for Early Intervention for Colorado's Infants and Toddlers and Their Families.
- ED 359 730  
The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results.
- ED 359 737
- Education Work Relationship**  
Barriers to Women Entering the Workforce: Knowledge and Attitude toward Nontraditional Careers. Research Bulletin No. 4.
- ED 359 383  
Basic Skills in Small Businesses. Workforce & Workplace Literacy Series. Revised.
- ED 359 334  
Career Program Completers: Class of 1991-92.
- ED 360 014  
The Connection between Employee Basic Skills & Productivity. Workforce & Workplace Literacy Series.
- ED 359 394  
Exemplary Programs Serving Special Populations. Volume II.
- ED 359 416  
Knowledge and the Educative Functions of a University: Designing the Curriculum of Higher Education.
- ED 359 870

## Educational Assessment

219

- National Workplace Literacy Program for Health Care Employees. Final Evaluation Report.
- ED 359 397  
Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide.
- ED 359 415  
Study To Examine Student Knowledge and Attitude toward Nontraditional Careers.
- ED 359 382  
A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees.
- ED 359 404  
Training at Work: A Critical Analysis of Policy and Practice.
- ED 359 431//  
Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students.
- ED 360 007  
Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5.
- ED 359 325
- Educational Administration**  
Early Schools in Two Townships of Black Hawk County, Iowa, USA.
- ED 360 128  
Leadership Styles.
- ED 359 630  
Preparing Tomorrow's School Leaders: Alternative Designs.
- ED 359 628  
Survey of Colorado School Administrator Preparation Programs, 1992.
- ED 359 608  
Working with the News Media.
- ED 359 629
- Educational Assessment**  
Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona.
- ED 360 386  
Assessment Research in the Context of Practice.
- ED 360 385  
Austin's Priority Schools: Successful after 5 Years?
- ED 359 597  
A Collaborative Model for School and Program Evaluation: Lethbridge School District No. 51.
- ED 360 392  
Educational Outcomes and Indicators for Individuals at the Post-School Level.
- ED 359 691  
Education for All: The Requirements. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph III. Roundtable Themes III.
- ED 359 364//  
Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future.
- ED 359 606  
Five Perspectives on Quality in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 1.
- ED 360 101  
Goals 2000: Educate America Act Overview and Analysis.
- ED 359 637  
Issues in Statewide Reading Assessment.
- ED 360 315  
Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results.
- ED 360 354  
Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990.
- ED 360 350  
NAEP 1992 Mathematics Report Card for the Nation and the States.
- ED 360 190  
National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities.
- ED 359 856  
National Education Goals: Where Are We Now? CRS Report for Congress.
- ED 359 634  
National Standards: Who Benefits?
- ED 359 640

- Performance Assessment. Policy Bulletin, No. PB-B13.  
ED 360 388
- The Pocket Condition of Education, 1993.  
ED 359 656
- Quality Assurance in Education: Current Debates. A Report on a SOED-Sponsored Seminar (Stirling, Scotland, United Kingdom, June 1992).  
ED 359 604
- Quality Assurance in Education: Plans, Targets and Performance Indicators. Current Issues.  
ED 359 605
- Report of the Committee on Student Learning. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature, 1992-1993.  
ED 359 638
- School Effectiveness: Identifying the Complexities.  
ED 359 612
- South Carolina Higher Education Assessment (SCHEA) Project. Final Report.  
ED 359 862
- Student, Teacher and School Performance. Eighth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee.  
ED 359 602
- Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1991-92.  
ED 359 607
- Educational Attainment**  
Challenge: To Develop Incentives for Investment in Educational Attainment in Order To Produce a More Productive, More Competitive Workforce. EQW Issues Number 5.  
ED 359 353
- Graduation Rate Differences within the VCCS, August 1993.  
ED 360 036
- Educational Attitudes**  
Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education.  
ED 359 770
- A Worm in the Apple: Hollywood's Influence on the Public's Perception of Teachers.  
ED 359 592
- Educational Background**  
Statistics Achievement: A Function of Attitudes and Related Experiences.  
ED 360 324
- Educational Benefits**  
The Connection between Employee Basic Skills & Productivity. Workforce & Workplace Literacy Series.  
ED 359 394
- Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5.  
ED 359 325
- Educational Change**  
The Accelerated Middle School: Moving from Concept toward Reality.  
ED 360 458
- Agents of Change: Exemplary Corporate Policies and Practices To Improve Education.  
ED 359 595
- America 2000: The President's Education Strategy. CRS Report for Congress.  
ED 359 635
- Barriers to School Restructuring.  
ED 359 663
- Becoming an Accelerated Middle School: Initiating School Culture Change.  
ED 360 459
- Beginning of Movement for Re-Education of Parents in Japan in the 1920's.  
ED 360 042
- Beyond Bureaucracy: Rethinking How Schools Change.  
ED 359 654
- Building a Learning-Centered Curriculum for Learner-Centered Schools. Interim Report of the New York State Curriculum and Assessments Council to the Commissioner and the Regents.  
ED 360 419
- Campus Trends, 1993. Higher Education Panel Report Number 83.  
ED 359 911
- Capstone-Cornerstone Program for Reform of Legal Education at the University of Utah College of Law.

- The Career Ladder Program as a Catalyst for Reform.  
ED 359 863
- A Chronology of Business Education in the United States 1635-1990. 1990 Update and Revisions.  
ED 360 130
- Curriculum Reforms in Post-Secondary Science in Nigeria.  
ED 359 384
- Early Schools in Two Townships of Black Hawk County, Iowa, USA.  
ED 360 172
- Educational Reforms for At-Risk Students. New York City Case Study.  
ED 360 128
- Effective School Responses to Student Diversity: Challenges and Prospects.  
ED 360 428
- The Federal Role in Improving Elementary and Secondary Education. A CBO Study.  
ED 360 446
- Forming Consortia: A Promising Approach to Restructuring in the Small School.  
ED 360 087
- From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools.  
ED 360 124
- Gender Equity in Vocational Education. Trends and Issues Alerts.  
ED 359 647
- Geography in History: A Necessary Connection in the School Curriculum. ERIC Digest.  
ED 359 376
- Historical Perspectives on the Current Education Reforms.  
ED 360 220
- Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts.  
ED 359 623
- Information Skills: An Educational Perspective for Tomorrow.  
ED 359 671
- Innovation in Teacher Education.  
ED 359 981
- Integrating Second-System Children: Alternatives to Segregation and Classification of Handicapped Children.  
ED 360 283
- A New Paradigm for Community Colleges: A Strategic Planning Issue.  
ED 359 706
- Notes From the Field: Education Reform in Rural Kentucky, 1991-1992.  
ED 359 997
- Physical Education in Higher Education: What Should We Name Ourselves?  
ED 360 120
- Race for a Change in Continuing and Higher Education. The Cutting Edge Series.  
ED 360 264
- Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11.  
ED 359 368
- Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. Executive Summary.  
ED 360 309
- Restructuring a Teacher Preparation Program Using the Professional Development School Concept.  
ED 360 460
- The Revolution of Enlightenment: A Historical Case Study of Significant Educational Change through Teacher Education.  
ED 360 260
- The Rural Superintendent: The Missing Link in School Improvement.  
ED 360 186
- School Districts: The Missing Link in Education Reform.  
ED 360 111
- Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System.  
ED 359 644
- State of the Art: Transforming Ideas for Teaching

- and Learning Mathematics.  
ED 360 188
- State Plan To Reduce the Dropout Rate, 1993-95. A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature.  
ED 360 430
- Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education.  
ED 359 365
- Successful Schooling for All: A Primer on Outcome-Based Education and Mastery Learning.  
ED 360 356
- Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development.  
ED 359 412
- Urban Education Today.  
ED 360 445
- When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First.  
ED 359 716
- Educational Cooperation**  
District Provision: School Improvement from a District Curriculum Perspective.  
ED 359 650
- Growth and Learning in Accelerated Schools: Big Wheels and Little Wheels Interacting.  
ED 360 449
- Issues in Establishing Rural Professional Development Schools.  
ED 360 112
- Issues in the Collaborative Evaluation of the Effectiveness of an Interactive Video Teaching Trial.  
ED 359 927
- PSInet: A Teleconferencing Network for Teachers.  
ED 360 110
- Educational Counseling**  
Educational Advising for Student Retention.  
ED 360 020
- Nurturing a Teacher Advisory Program.  
ED 360 078
- Educational Demand**  
School Enrollment Expected To Surpass Historic All-Time High. Issue Brief.  
ED 360 377
- Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System.  
ED 359 899
- Educational Development**  
Education, Culture and Productive Life. Proceedings of the Annual International Meeting of the Centre for the Study of Education in Developing Countries (25th, December 9-21, 1988). CESO Paperback No. 13.  
ED 360 198
- The Emergence of a New Educational Program at the University of Oslo.  
ED 359 878
- Historical Perspectives on the Current Education Reforms.  
ED 359 623
- Educational Discrimination**  
I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays.  
ED 360 407
- Educational Economics**  
Challenge: To Develop Incentives for Investment in Educational Attainment in Order To Produce a More Productive, More Competitive Workforce. EQW Issues Number 5.  
ED 359 353
- Educational Environment**  
Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers.  
ED 360 115
- An Effective Learning Environment: A Discussion Paper on Strategy 1 of "Answering the Challenge."  
ED 360 097
- Images Bridging Home and Academic Cultures.  
ED 359 536



- Indoor Recreational Places as Glazed Space.  
ED 359 621
- Instructional Leadership, School Instructional Climate, and Student Learning Outcomes. Project Report.  
ED 359 668
- Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.  
ED 360 117
- Language Learning in Formal and Informal Contexts. Proceedings of a Joint Seminar of the Irish and British Associations for Applied Linguistics (Dublin, Ireland, September 11-13, 1984).  
ED 359 786
- Middle Level Demonstration School, 1991-92. OREA Report.  
ED 360 426
- School Correlates with Student Persistence To Stay in School.  
ED 359 599
- School Districts: The Missing Link in Education Reform.  
ED 359 644
- School Effectiveness: A View from the School.  
ED 359 613
- Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP#12.  
ED 359 670
- A Theory-Based Approach to Restructuring Middle Level Schools.  
ED 359 669
- Educational Equity (Finance)**
- North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum.  
ED 360 133
- Tuition Tax Credits and Vouchers: Political Finance Alternatives Rather than Rational Alternatives to Education Finance.  
ED 359 625
- Educational Experience**
- Discrimination and Prejudice: An Annotated Bibliography. Second Edition.  
ED 360 416//
- The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991.  
ED 360 451
- Educational Facilities**
- Educational Plant Survey, University of South Florida, Education and General, April 19-23, 1993.  
ED 359 905
- Educational Plant Survey, University of South Florida, Health Sciences Center, April 26-30, 1993.  
ED 359 906
- A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students.  
ED 359 996
- Educational Facilities Planning**
- Educational Plant Survey, University of South Florida, Education and General, April 19-23, 1993.  
ED 359 905
- Educational Plant Survey, University of South Florida, Health Sciences Center, April 26-30, 1993.  
ED 359 906
- Indoor Recreational Places as Glazed Space.  
ED 359 621
- Educational Finance**
- Annual NASSGP/NCHELP Research Network Conference Proceedings (5th, Denver, Colorado, May 25-27, 1988).  
ED 359 886
- Are We Using Instructional Technology Effectively?  
ED 360 008
- Center for Consumer Home Economics Education. Project Number 91-0095 and 91-0095, A-1 and A-2, January 31, 1992-June 30, 1993. A Report on Center Operation and Activities Conducted for California Community College Home Economics and Related Professionals.  
ED 360 005
- Challenge: To Develop Incentives for Investment in Educational Attainment in Order To Produce a More Productive, More Competitive Workforce. EQW Issues Number 5.  
ED 359 353
- Dollars and Sense: Catholic High Schools and Their Finances, 1992.  
ED 359 615
- Education for All: The Requirements. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph III. Roundtable Themes III.  
ED 359 364//
- Notes From the Field: Education Reform in Rural Kentucky, 1991-1992.  
ED 360 120
- Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.  
ED 360 016
- Proceedings for the Annual Conference of the NASSGP/NCHELP Research Network (6th, Washington, D.C., June 7-9, 1989).  
ED 359 887
- State Higher Education Profiles. A Comparison of State Higher Education Data for Fiscal Year 1989 and Fiscal Year 1990. Combined Fifth and Sixth Editions.  
ED 359 908
- Statistical Summary of Missouri Higher Education - 1992-93, with State Profile of ACT-tested Students Graduating from High School, Spring 1992.  
ED 359 897
- Tuition Tax Credits and Vouchers: Political Finance Alternatives Rather than Rational Alternatives to Education Finance.  
ED 359 625
- Vocational Education in Japan and Texas. Policy Research Project Report 100.  
ED 359 366
- Wallace Community College, Selma: 1991-92 Institutional Profile.  
ED 360 019
- Educational Games**
- Organizational Communication Feud.  
ED 359 588
- Educational History**
- [Adult and Continuing Education Collections at Syracuse University.]  
ED 359 323
- Beginning of Movement for Re-Education of Parents in Japan in the 1920's.  
ED 360 042
- Booker T. Washington and the Adult Education Movement.  
ED 359 355//
- Charting the Course of Lifelong Learning for Blacks.  
ED 359 317
- Early Schools in Two Townships of Black Hawk County, Iowa, USA.  
ED 360 128
- Five Training Models. Training Occasional Paper No. 9.  
ED 359 319
- Historical Perspectives on the Current Education Reforms.  
ED 359 623
- The History of the National Business Education Association.  
ED 359 385
- The Internationalization of Bloom's Learning for Mastery: A 25-Year Retrospective-Prospective View.  
ED 360 333
- Teacher Education USA: Western Carolina University Centennial in National Perspective.  
ED 360 253
- Educational Improvement**
- Achieving the Vision-1992 Report.  
ED 359 619
- Advanced Military Studies Programs at the Command and Staff Colleges. Hearings before the Military Education Panel of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 12 and July 23, 1992).  
ED 359 426
- Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report.  
ED 360 157
- Educational Innovation**
- America 2000: The President's Education Strategy. CRS Report for Congress.  
ED 359 635
- A Chronology of Business Education in the United States 1635-1990. 1990 Update and Revisions.  
ED 359 384
- Implementing Educational Innovation in the Third World: A West African Experience.  
ED 360 147//
- Innovation in Teacher Education.  
ED 360 283
- Learning in Virtual Reality.  
ED 359 950
- Performance-Based Diploma Program: An Award-Winning Approach to Dropout Prevention.  
ED 359 658
- Preparing Tomorrow's School Leaders: Alternative Designs.  
ED 359 628
- Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17.  
ED 359 360
- Educational Issues**
- From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television.  
ED 359 566
- Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10.  
ED 359 549
- Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993.  
ED 360 058
- Trends and Issues in the Dissemination of Child

Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2. ED 360 102

### Educational Legislation

First Impressions: Governor Roy Romer's Initiative on Early Childhood. Year-End Report, July 1991 - June 1992. ED 360 050

Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year IV (1990-1992). ED 359 731

The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results. ED 359 737

Transportation for School-Age Child Care: Current Status in Westchester County. ED 360 086

### Educational Methods

Accelerated Education Methods for Intellectually Gifted Secondary Students. ED 359 708

Changing Faces: The Early Childhood Profession in Australia. ED 360 060

### Educational Needs

Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat. ED 359 329

Cultural and Linguistic Diversity in Education. Task Force Report. ED 359 738

H.R. 996-Veterans Education Outreach Program. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred Third Congress, First Session. ED 359 401

A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges. ED 360 034

National Excellence: A Case for Developing America's Talent. ED 359 743

Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children. ED 360 140

A Survey of the Writing Needs of Graduates of Two Selected Community College Programs of Study. Curriculum and Program Planning Seminar. ED 359 542

### Educational Objectives

America 2000: The President's Education Strategy. CRS Report for Congress. ED 359 635

Building a System for Early Intervention for Colorado's Infants and Toddlers and Their Families. ED 359 730

Designing Coherent Education Policy: Improving the System. ED 359 626

Education for Peace as Liberation vs. Indoctrination: Do We, in Fact, Need Some "Unbalanced Teaching" to Achieve a "Balanced Learning"? An Interview with Hilary Lipkin and Richard Yarwood. Reprints and Miniprints No. 693. ED 360 195

Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future. ED 359 606

Goals 2000: Educate America Act Overview and Analysis. ED 359 637

Historical Perspectives on the Current Education Reforms. ED 359 623

Maine's Approach to Global Education. ED 360 193

National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities. ED 359 856

The National Education Goals Report: Building a

Nation of Learners. Volume One: The National Report, 1993. ED 360 394

The National Education Goals Report: Building a Nation of Learners. Volume Two: State Reports, 1993. ED 360 395

The National Education Goals Report: Building the Best. Summary Guide, 1993. ED 360 396

National Education Goals: Where Are We Now? CRS Report for Congress. ED 359 634

National Excellence: A Case for Developing America's Talent. ED 359 743

National Standards: Who Benefits? ED 359 640

Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success. ED 360 113

Sciences Humaines Assessment, Manitoba 1991. Final Report: French Immersion Program = Evaluation en sciences humaines, Manitoba 1991. Rapport finale: Programme d'immersion française. ED 360 239

Signs of Learning in the Affective Domain. ED 360 081

Student, Teacher and School Performance. Eighth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee. ED 359 602

Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1991-92. ED 359 607

### Educational Opportunities

Future Frontiers in the Employment of Minority Persons with Disabilities. Proceedings of the National Conference (March 28-30, 1990). ED 359 672

A National Review of Open Enrollment/Choice: Debates and Descriptions. ED 359 664

### Educational Philosophy

B. Othanel Smith, Douglas McGregor, and the Philosophical Analysis of the Discourse of Institutional Democracy in Education: An Essay with Bibliographies. ED 360 225

Child Care-Who Needs It? ED 360 066

A Comparative Study of the Educational Stances of Madeline Hunter and James Britton. Concept Paper No. 6. ED 359 546

An Effective Learning Environment: A Discussion Paper on Strategy 1 of "Answering the Challenge." ED 360 097

From Puggy to Larry: Poetry from "Gathering Light." ED 360 226

### Educational Planning

Administrative Guidelines: Education of Gifted Students [and] Plan for Education of the Gifted in South Dakota. ED 359 713

American Indian Higher Education Consortium (AIHEC) Telecommunications Planning Project. Year One, Final Report and Recommendations. ED 360 135

Campus Trends, 1993. Higher Education Panel Report Number 83. ED 359 911

Comprehensive Long Range Plan for Instructional Technology. ED 359 919

Cooperative Planning and Information Access Skills. ED 359 974

Educational Planning in Small-Area Countries: The Case of the Caribbean (Study Made on Behalf of Unesco). ED 360 209

An Effective Learning Environment: A Discussion Paper on Strategy 1 of "Answering the Challenge." ED 360 097

First Impressions: Governor Roy Romer's Initiative on Early Childhood. Year-End Report, July 1991 - June 1992. ED 360 050

Knowledge and the Educative Functions of a University: Designing the Curriculum of Higher Education. ED 359 870

Making Strategic Planning Work with Numbers: Responses to Enrollment Decline. ED 359 855

Planning and Organizing for Multicultural Instruction. Second Edition. ED 360 447//

Quality Management Plus: The Continuous Improvement of Education. ED 359 603

State Plan To Reduce the Dropout Rate, 1993-95. A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature. ED 360 430

What Works: When Teachers Integrate Vocational & Academic Education. ED 359 318

### Educational Policy

Achievement of Goal Three of the Six National Education Goals. ERIC Digest. ED 360 221

Achieving World Class Standards: The Challenge for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992). ED 360 314

Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest. ED 360 037

American Higher Education: Purposes, Problems, and Public Perceptions. ED 359 900//

Child Care-Who Needs It? ED 360 066

A Decade of Change: Public Education Reform in Texas 1981-1992. Special Project Report. ED 359 618

Designing Coherent Education Policy: Improving the System. ED 359 626

Early Childhood in Australian Schools: Future Directions. A Discussion Paper Commissioned by the Schools Council. AECA Working Paper. ED 360 065

Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study. ED 359 776

The Health/Education Connection: Initiating Dialogue on Integrated Services to Children at Risk and Their Families. Symposium (Alexandria, Virginia, March 5-6, 1990). ED 360 273

Learning To Meet the Science and Technology Challenge. ED 360 163

One Student at a Time: Report of the State Board of Education Task Force on High School Education. ED 359 651

Report of the Committee on Student Learning. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature, 1992-1993. ED 359 638

Small, Rural and Effective: A Study of Secondary Schools. Warwick Papers on Education Policy, No. 1. ED 360 142

Student Outcomes Assessment in the California State University. Report of the California State University Advisory Committee on Student Outcomes Assessment. ED 359 854

### Educational Practices

Achieving World Class Standards: The Challenge for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992). ED 360 314

Assuring Best Practices in Communication for Children and Youth with Severe Disabilities. RIE DEC 1993

- ED 359 693  
Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers.
- ED 360 115  
Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments.
- ED 359 698  
Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices.
- ED 360 301  
Dispositions: Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4.
- ED 360 104  
"Diving" into Communities of Practice: Examining Learning as Legitimate Peripheral Participation in an Everyday Setting.
- ED 360 387  
Five Training Models. Training Occasional Paper No. 9.
- ED 359 319  
Innovation in Late Medieval Educational Thought: Vincent of Beauvais, Ramon Lull, and Pierre Dubois.
- ED 360 242  
National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape.
- ED 359 692  
New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991).
- ED 359 328  
Practices of Special Education Teachers for Dealing with Students with ADD/ADHD.
- ED 359 729  
Progressive Education for the 1990s: Transforming Practice.
- ED 360 418//  
Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11.
- ED 360 309  
[SAIDE Launching Conference, 1992-] Closing Address.
- ED 359 944  
Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers.
- ED 360 441//  
Training at Work: A Critical Analysis of Policy and Practice.
- ED 359 431//  
Vocational Education in Japan and Texas. Policy Research Project Report 100.
- ED 359 366  
Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8.
- ED 360 306
- Educational Principles**  
Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course. ED 360 296  
Restructuring a Teacher Preparation Program Using the Professional Development School Concept. ED 360 260  
Standards for Business Teacher Education. ED 359 388
- Educational Psychology**  
Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91. ED 360 259  
Preservice and Inservice Professional Development Efforts Regarding Bloom's Learning for Mastery. ED 360 282
- Educational Quality**  
Achieving the Vision-1992 Report. ED 359 619  
African American Educational Excellence. Planning Symposium Proceedings for the Development of the Center for Applied Cultural Studies and Educational Achievement (Long Beach, California, January 27, 1989). ED 360 424  
American Higher Education: Purposes, Problems, and Public Perceptions.
- ED 359 900//  
Austin's Priority Schools: Successful after 5 Years?
- ED 359 597  
Creating the Total Quality Effective School.
- ED 359 611  
A Decade of Change: Public Education Reform in Texas 1981-1992. Special Project Report.
- ED 359 618  
Five Perspectives on Quality in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 1.
- ED 360 101  
A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges.
- ED 360 034  
National Education Goals: Where Are We Now? CRS Report for Congress.
- ED 359 634  
Public Loss of Confidence in the U.S. Government: Implications for Higher Education.
- ED 359 872  
Quality Assurance in Education: Current Debates. A Report on a SOED-Sponsored Seminar (Stirling, Scotland, United Kingdom, June 1992).
- ED 359 604  
Quality Assurance in Education: Plans, Targets and Performance Indicators. Current Issues.
- ED 359 605  
The Quality Fit.
- ED 359 643  
Quality Management Plus: The Continuous Improvement of Education.
- ED 359 603  
Securing Our Future: The Importance of Quality Education for Minorities. Policy Research Project Report Number 96.
- ED 360 427
- Educational Research**  
Business Education Index 1992. Volume 53. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals and Yearbooks Published during the Year 1992. ED 359 336  
The Determination of Statistical Sophistication of Research in Vocational Education. ED 360 381  
ERIC Annual Report-1992. Summarizing the Recent Accomplishments of the Educational Resources Information Center. ED 359 989  
Home Education Research: On the Right Road? ED 360 331  
International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Educological Perspective, 1987-1991. ED 360 376  
Learning To Meet the Science and Technology Challenge. ED 360 163  
Maine's Approach to Global Education. ED 360 193  
Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research. ED 360 372  
National Center for Education Statistics "Product Planning and Development." Final Report. ED 360 319  
Programs and Plans of the National Center for Education Statistics, 1993 Edition. ED 360 389  
The Research on Learning To Teach: Prospects and Problems. ED 360 275  
Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program." ED 360 323  
Video Cases and the Thinking of Preservice Teachers. ED 360 298  
Young People in the European Community: Towards an Agenda for Research and Policy. ED 360 212
- Educational Researchers**  
The Institutional Researcher as Interpreter and Critic. ED 360 024
- Educational Technology**  
Are We Using Instructional Technology Effectively? ED 360 008  
Home Health Aide. Florida Vocational Program Guide. ED 359 321  
Outreach and Technical Assistance Network. Third Year Evaluation Report. February 1, 1992-January 31, 1993. An Adult Education 2000 Project. ED 359 374  
The Pocket Condition of Education, 1993. ED 359 656  
Resources for Teaching about Japan. ED 360 245  
Resources in Education (RIE). Volume 28, Number 12. ED 359 316  
Restructuring Higher Education-By Design. RAND Issue Paper 2. ED 359 893
- Educational Responsibility**  
Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together. ED 360 413
- Educational Restructuring**  
Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling. ED 359 593
- Educational Strategies**  
Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome. ED 360 146//  
Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students. ED 360 117  
New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991). ED 359 328  
Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7. ED 360 305  
Thorough and Fair: Creating Routes to Success for Mexican-American Students. ED 360 116  
What Works: When Teachers Integrate Vocational & Academic Education. ED 359 318
- Educational Supply**  
Handbook of Adult and Continuing Education. The Jossey-Bass Higher Education Series. ED 359 411//  
Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System. ED 359 899
- Educational Technology**  
Are We Using Instructional Technology Effectively? ED 360 008  
Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success-Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH, Telecommunications Grant (1 July 1992-1 April 1993). ED 359 973  
Comprehensive Long Range Plan for Instructional Technology. ED 359 919  
Distance Education: Two Modes of Learning Separated by a Common Language. ED 359 938  
Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study. ED 359 920  
Programs of 1992 Winning Teams. Pioneering Partners. ED 359 930  
PSInet: A Teleconferencing Network for Teachers. ED 360 110  
Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls. Professional Paper Series, # 10. ED 359 921



- Retraining the European Workforce: How Technologies Can Help. Training Discussion Paper No. 95. ED 359 320
- Technology and the Organization of Schooling. Technical Report No. 28. ED 359 933
- Technology in the Classroom: Planning for Educational Change. ED 359 922
- Telecommunications and K-12 Educators: Findings from a National Survey. ED 359 923
- Educational Television**
- Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc. ED 359 936
- Educational Testing**
- Alternative Assessment: Implications for Social Studies. ERIC Digest. ED 360 219
- Educational Theories**
- Changing Faces: The Early Childhood Profession in Australia. ED 360 060
- Innovation in Late Medieval Educational Thought: Vincent of Beauvais, Ramon Lull, and Pierre Dubois. ED 360 242
- Linking School Effectiveness Knowledge and School Improvement Practice. ED 359 657
- The Relationship between Culture and Curriculum: A Many Fitting Thing. Project Report. ED 359 667
- Educational Trends**
- Annual NASSGP/NCHERP Research Network Conference Proceedings (3th, Denver, Colorado, May 25-27, 1988). ED 359 886
- By Design or Default? A Report. ED 359 892
- Gender Equity in Vocational Education. Trends and Issues Alerts. ED 359 376
- Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961. ED 360 454
- The Pocket Condition of Education, 1993. ED 359 656
- Proceedings for the Annual Conference of the NASSGP/NCHERP Research Network (6th, Washington, D.C., June 7-9, 1989). ED 359 887
- Science and Engineering Doctorate Awards: 1991. Selected Data. ED 360 181
- Trends and Issues in the Dissemination of Child Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2. ED 360 102
- Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 through 1990-91. E.D. TABS. ED 359 888
- United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing. ED 360 391
- Educational Vouchers**
- Tuition Tax Credits and Vouchers: Political Finance Alternatives Rather than Rational Alternatives to Education Finance. ED 359 625
- Educationally Disadvantaged**
- Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria. ED 360 321
- Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children. ED 360 140
- Socioeconomic Profile of the Client Population. The Effects of Poor Education. ED 359 832
- Strategies for Developing Emergent Literacy. ED 360 085
- "Unusually Successful": Pittsfield Chapter 1. ED 360 079
- Edudological Research**
- International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Edudological Perspective, 1987-1991. ED 360 376
- Edudology**
- International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Edudological Perspective, 1987-1991. ED 360 376
- Effective Schools Research**
- Creating the Total Quality Effective School. ED 359 611
- Effective Schools Practices That Work. ED 359 649
- Linking School Effectiveness Knowledge and School Improvement Practice. ED 359 657
- School Effectiveness: A View from the School. ED 359 613
- School Effectiveness: Identifying the Complexities. ED 359 612
- Efficiency**
- Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Year 1992. Report to the Congress. ED 359 882
- Student Loan Program Simplification: Final Report. A Report to the Congress of the United States and the Secretary of Education. ED 359 883
- Egypt**
- Pre-School Education in Egypt, Oman and Japan: A Comparative Perspective. ED 360 224
- Electronic Equipment**
- A Manual for Single Switch and Adaptive Software Programming. Computer Applications for Students with Physical, Sensory, Developmental, and Learning Disabilities. ED 359 684
- Electronic Mail**
- Can InterChange Write/Right Itself? ED 359 529
- Sexual Difference and Participatory Pedagogy. ED 359 527
- Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes. ED 359 707
- Electronic Networks for Interaction**
- Network-Based Classrooms: Promises and Realities. ED 359 532//
- Electronic Technicians**
- Laser Electro-Optic Technology. Florida Vocational Program Guide. ED 359 343
- Electronics**
- Laser Electro-Optic Technology. Florida Vocational Program Guide. ED 359 343
- Electronics Industry**
- HDTV: In Search of a Policy. ED 359 939
- Elementary School Curriculum**
- Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program." ED 360 323
- Elementary School Science**
- An Outline of the Solar System: Activities for the Elementary Student. ED 360 168
- Scientist and Teacher Partnerships in Elementary Schools. ED 360 182
- Elementary School Students**
- African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest. ED 360 455
- Assessment of School Maladjustment. ED 360 054
- Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria. ED 360 321
- Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys. ED 360 382
- Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities. ED 360 353
- Early Childhood in Australian Schools: Future Directions. A Discussion Paper Commissioned by the Schools Council. AECA Working Paper. ED 360 065
- The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders. ED 360 452
- Effects That the Developmentally Appropriate Process Makes on Curriculum of a Rural Elementary School. ED 360 082
- Environmental Views and Values of Children in an Inner-City Black Community. ED 360 456
- Gender Differences in the Perceptions of Affiliative Networks in Primary School. ED 360 070
- The Improvement of Reading Comprehension Skills in At Risk Second Graders. ED 359 505
- Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act--Chapter 1. Final Evaluation Report. ED 360 431
- Parental Involvement and Its Relationship to Second Graders' Reading Achievement. ED 359 488
- A Program Evaluation of Short Term Counseling with Primary Grade Children. ED 359 460
- The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29. ED 359 932
- Results of the Primary Assessment Program for 1991 in Urban and Non-Urban Schools. Curriculum and Assessment Research and Evaluation Report. Report 2/1992. ED 360 320
- Schools as Community Social-Service Centers: West Virginia Programs and Possibilities. ED 359 447
- The Schools Partnership Project: A Successful Model towards Improving School Performance. ED 360 411
- Serving the Underachiever: School-Based Interventions. ED 359 446
- Social Competence and Humor in Preschool and School-Aged Children. ED 360 072
- Social Support and School Adjustment in Japanese Elementary School Children. ED 360 075
- A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16. ED 360 061
- Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series. ED 360 055
- Elementary School Teachers**
- Cooperative Planning and Information Access Skills. ED 359 974
- Guidelines for Comprehensive Sexuality Education: Kindergarten-12th Grade. ED 360 255
- In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative. ED 359 890
- A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial.

## Subject Index

- Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey. E.D. TABS. ED 359 931
- A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16. ED 360 379
- Telecommunications and K-12 Educators: Findings from a National Survey. ED 360 061
- ED 359 923
- Elementary Schools**
- Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers. ED 360 115
- Elementary Secondary Education Act**
- Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts. ED 359 671
- Eligibility**
- Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria. ED 360 321
- Emergency Medical Technicians**
- Paramedic. Florida Vocational Program Guide. ED 359 347
- Emergent Literacy**
- For Our Children (FUN): A Family Literacy Project for Adult Basic Education Classes. Occasional Paper. ED 359 506
- Strategies for Developing Emergent Literacy. ED 360 085
- Emotion Theory**
- Facial Expressions in Context: Contributions to Infant Emotion Theory. ED 360 046
- Emotional Adjustment**
- Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach. ED 359 468
- Emotional Disturbances**
- Children's Mental Health and Their Ability To Learn. Occasional Paper #8. ED 359 720
- Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students. ED 359 676
- Emotional Expression**
- Variations of Parent and Adolescent Emotional Expression: Differences by Pubertal Status, Gender, and Conversation. ED 360 073
- Emotional Response**
- Facial Expressions in Context: Contributions to Infant Emotion Theory. ED 360 046
- Mood and Memory Research: The Need for a More Wholistic Approach. ED 360 347
- Employed Parents**
- Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families. ED 359 442
- Emerging Factors in Work/Family Interference. ED 359 463
- Employed Women**
- 20 Facts on Women Workers. Facts on Working Women No. 93-2. ED 359 435
- Employee Assistance Programs**
- The Hazard Community College "50 Mile Club." ED 360 026
- Employee Attitudes**
- Job Satisfaction in Human Services: A Rehabilitation Agency. ED 359 465
- Employees**
- Outside Evaluation Report for the Arlington Federal

- Workplace Literacy Project. ED 359 849
- Employer Attitudes**
- Career Program Completers: Class of 1991-92. ED 360 014
- A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees. ED 359 404
- Employer Employee Relationship**
- Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship. ED 359 653
- Emerging Factors in Work/Family Interference. ED 359 463
- Employers**
- Workplace Literacy Development Guide for Employers. ED 359 835
- Employment**
- Composing on the Computer: A Study of Writing Habits on the Job. ED 359 767
- Future Frontiers in the Employment of Minority Persons with Disabilities. Proceedings of the National Conference (March 28-30, 1990). ED 359 672
- Employment Experience**
- Graduate Activity Survey: Class of 1991 One Year after Graduation. ED 360 365
- High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation. ED 360 366
- Employment Interviews**
- Getting Hired: Strategies for Job Searching That Work! A Resource Guide for Early Childhood and Elementary Education Majors. ED 360 274
- Employment Level**
- Graduate Follow-up and Employer Survey 1989. ED 359 405
- Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991. Contractor Report. Statistical Analysis Report. ED 359 909
- 20 Facts on Women Workers. Facts on Working Women No. 93-2. ED 359 435
- Employment Patterns**
- Black Families at the Crossroads: Challenges and Prospects. ED 360 421//
- Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991. Contractor Report. Statistical Analysis Report. ED 359 909
- Parity 2000: Achieving Equity for Women in Higher Education. Report of the Council for Women in Higher Education. ED 359 881
- Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students. ED 360 007
- Employment Potential**
- Work Experience. Florida Vocational Program Guide. ED 359 351
- Employment Practices**
- Changing Roles of Men and Women: Educating for Equity in the Workplace. Curriculum Guide. ED 359 410
- Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship. ED 359 653
- A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees. ED 359 404
- Employment Problems**

## English (Second Language)

225

- Unemployment Insurance in the United States: The First Half Century. ED 359 409
- Employment Programs**
- Multiple Employment Programs. National Employment Training Strategy Needed. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate. ED 359 427
- Employment Qualifications**
- Conceptual and Methodological Issues in Assessing Work Skills: A Multi-Disciplinary Analysis. ED 359 335
- A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees. ED 359 404
- Empowerment**
- Empowering Hispanic Families: A Critical Issue for the '90s. ED 360 461//
- Encoding (Psychology)**
- Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical Paper for Period February 1986-February 1987. ED 360 345
- Energy Conservation**
- Energy, Economics, and the Environment: Case Studies and Teaching Activities for Middle School. ED 360 149
- Engineering**
- Scientific and Engineering Research Facilities at Universities and Colleges: 1992. ED 360 183
- Engineering Curriculum**
- A Pilot Program in International Engineering. ED 359 858
- Engineering Education**
- Characteristics of Recent Science and Engineering Graduates: 1990. Detailed Statistical Tables. Surveys of Science Resources Series. ED 360 156
- A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing. ED 359 520
- A Pilot Program in International Engineering. ED 359 858
- Science and Engineering Doctorate Awards: 1991. Selected Data. ED 360 181
- Engineers**
- Characteristics of Recent Science and Engineering Graduates: 1990. Detailed Statistical Tables. Surveys of Science Resources Series. ED 360 156
- The Influence That Marital Status Has on the Advancement of Professional Women in Non-Traditional Fields. ED 360 223
- England**
- Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System. ED 359 899
- Small, Rural and Effective: A Study of Secondary Schools. Warwick Papers on Education Policy, No. 1. ED 360 142
- English**
- Dialect Differences in the Schools: Educational, Social, and Economic Implications. Workshop (Cleveland, Ohio, June 26-28, 1986). ED 359 778
- English (Second Language)**
- Adult ESL Literacy Education in the United States: Developing a Learner-Centered Approach. ED 359 819
- All about English as a Second Language. A Basic Guide to ESL and Bilingual Education. ED 359 811
- Appropriating Literacy. Writing and Reading in

## English as a Second Language.

ED 359 846//  
Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7. Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report.

ED 359 804  
Bilingualism and National Development.

ED 359 800//  
Chinese Students and Questioning Skills in American Graduate Level Classrooms.

ED 359 803  
Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised.

ED 359 393  
Descriptive Study of the Family English Literacy Program. Final Report.

ED 359 815  
Effective Communication Programming for Language Minority Students with Severe Disabilities.

ED 359 699  
Empowering Adults through Literacy Education in South Africa: Activities at the University of Natal at Pietermaritzburg.

ED 359 818  
English-as-a-Second-Language Model Standards for Adult Education Programs.

ED 359 830  
ESL Small Town.

ED 359 845  
ESL Students in Freshman English: An Evaluation of the Placement Options.

ED 359 559  
Family Story Curriculum Project. Refugee Women's Alliance.

ED 359 839  
Family Talk Time. A Curriculum for Refugee and Immigrant Parents.

ED 359 833  
A Field Guide for Literacy: Life Skills and Literacy for Adult Beginning Readers and ESL Students. Manual for Teachers and Tutors.

ED 359 820  
Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program.

ED 359 829  
The Garbage Crisis: Environmental Issues for Adult ESL Learners.

ED 359 827//  
Global Stories of People Working for Change.

ED 359 847  
Helping ESOL Students to Improve Their Pronunciation.

ED 359 837  
How To Integrate Language and Content Instruction: A Training Manual. Second Edition.

ED 359 780  
Ideas at Work. Techniques for Effective Communication: Giving Feedback and Asking for Clarification. The Work Styles Series Minibook A.

ED 359 850  
Interactive ESL In-Service Teacher Training via Distance Education.

ED 359 844  
Latin American Literacy Partnership Project. Final Formative Evaluation.

ED 359 823  
A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design.

ED 359 802  
More Than Just Chinese Food...A Collection of Writings by Adult ESL Learners and Three Approaches to Teaching and Writing in the ESL Classroom.

ED 359 825//  
Outside Evaluation Report for the Arlington Federal Workplace Literacy Project.

ED 359 849  
Past...Present...Future...A Collection of Writings by Adults Learning English as a Second Language.

ED 359 826//  
Pragmatics and Morphosyntactic Acquisition: A Case Study.

ED 359 798  
The Projects Strategy in Curriculum and Instruction.

ED 359 769  
Shared Wisdom: A Collection of Proverbs, Sayings and Quotations.

ED 359 843

## Speaking of Our World.

ED 359 824//  
"Sticking Points": Effects of Instruction on NNS Refusal Strategies.

ED 359 774  
Storytelling Project. Southeast Asian Women's Alliance.

ED 359 838  
Strategy Notebook: A Compilation of Open-Ended Instructional Strategies and Materials for Beginning ESL and Literacy Learners.

ED 359 744  
Using Computers with Bilingual Students.

ED 359 817  
The Working Experience Books 1, 2, and 3.

ED 359 810//  
The Working Experience. Teacher's Manual.

ED 359 809//

## English Curriculum

The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.

ED 359 511

## English Departments

The Effect of Budget Cuts at the University of Georgia.

ED 359 518

Problems in Lectureships at the University of Nevada, Reno.

ED 359 521

The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada?

ED 359 545

## English Instruction

Carolina English Teacher 1992/1993.

ED 359 543

The Development of the Comic Spirit in 17th Century England from James Shirley to William Congreve. Curriculum Projects, April 7-June 16, 1992. The Huntington Theatre Company Master Works Study in Restoration Comedy.

ED 359 579

Ideas Plus: A Collection of Practical Teaching Ideas. Book Eleven.

ED 359 541

Ideas Plus: A Collection of Practical Teaching Ideas. Book Ten.

ED 359 551

Interactive Reading on the Secondary Level.

ED 359 490

Master Works of Aeschylus, Sophocles, and Euripides as Illuminated by Aristotle's "Poetics." Curriculum Projects, February 7-April 11, 1991. The Huntington Theatre Company's Master Works Study in Greek Drama.

ED 359 578

Sexual Difference and Participatory Pedagogy.

ED 359 527

Shared Meaning: Whole Language Reader Response at the Secondary Level.

ED 359 491

Situating Readers: Students Making Meaning of Literature.

ED 359 539

Teaching At-Risk Students: A Quality Program in a Small Rural High School.

ED 360 131

## Enrichment Activities

Computer Enrichment Handbook [and] Supplement A.

ED 359 386

## Enrollment

Age Group and Sex of Students, Fall 1992. Report Number 8-93.

ED 359 901

Arizona Community Colleges: Report of the Task Force on Community College Enrollment Growth Planning.

ED 360 003

Data Collection Report on Language Minority Children.

ED 359 795

Enrollments and Degrees.

ED 359 902

State Higher Education Profiles. A Comparison of State Higher Education Data for Fiscal Year 1989 and Fiscal Year 1990. Combined Fifth and Sixth Editions.

ED 359 908

Statistical Summary of Missouri Higher Educa-

tion - 1992-93, with State Profile of ACT-tested Students Graduating from High School, Spring 1992.

ED 359 897

United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing.

ED 360 391

## Enrollment Influences

How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment?

ED 359 993

Non-Returning Student Survey, Charles County Community College.

ED 360 028

A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students.

ED 359 996

## Enrollment Projections

Arizona Community Colleges: Report of the Task Force on Community College Enrollment Growth Planning.

ED 360 003

School Enrollment Expected To Surpass Historic All-Time High. Issue Brief.

ED 360 377

## Enrollment Trends

Arizona Community Colleges: Report of the Task Force on Community College Enrollment Growth Planning.

ED 360 003

How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment?

ED 359 993

Remarks on the Needed Reform of German Studies in the United States.

ED 359 898//

Wallace Community College, Selma: 1991-92 Institutional Profile.

ED 360 019

## Entrepreneurship

Business Ownership. Florida Vocational Program Guide.

ED 359 417

## Entry Workers

A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees.

ED 359 404

## Environment

Energy, Economics, and the Environment: Case Studies and Teaching Activities for Middle School.

ED 360 149

## Environmental Attitudes

Environmental Views and Values of Children in an Inner-City Black Community.

ED 360 456

## Environmental Education

Acid Rain: A Student's First Sourcebook.

ED 360 159

The Consumer's Handbook for Reducing Solid Waste.

ED 360 160

Learning for the Future: Adult Learning and the Environment. A NIACE Policy Discussion Paper.

ED 359 390

Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin.

ED 360 154

TVA-A World of Resources.

ED 360 152

## Environmental Influences

Beginning Teachers: In Danger of Attrition.

ED 360 281

## Environmental Issues

Conserving Soil. Revised.

ED 360 150

RIE DEC 1993



## Subject Index

### Environmental Tobacco Smoke

- Tobacco Smoke in the Home and Child Intelligence. ED 360 091

### Epistemology

- An Analysis of Gardner's Theory of Multiple Intelligence. ED 360 088  
The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development. ED 360 328

### Equal Education

- Building a Learning-Centered Curriculum for Learner-Centered Schools. Interim Report of the New York State Curriculum and Assessments Council to the Commissioner and the Regents. ED 360 419  
The Culture of Inequality. Second Edition, with a New Introduction. ED 360 464//  
Educational and Vocational Guidance for Girls and Women: Expert Meeting on Educational and Vocational Guidance for Girls and Women (Paris, France, February 20-24, 1989). ED 359 477  
Effective School Responses to Student Diversity: Challenges and Prospects. ED 360 446  
Girls in Schools: A Bibliography of Research on Girls in U.S. Public Schools Kindergarten through Grade 12. Third Edition. ED 360 241  
Historical Perspectives on the Current Education Reforms. ED 359 623  
Lives on the Edge: Single Mothers and Their Children in the Other America. ED 360 420//  
Race for a Change in Continuing and Higher Education. The Cutting Edge Series. ED 359 368//  
[SAIDE Launching Conference, 1992-] Closing Address. ED 359 944  
Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal. ED 360 090  
Special Rights for Special Children: A Manual for Parents of Handicapped Children in New Jersey. ED 359 679  
Thorough and Fair: Creating Routes to Success for Mexican-American Students. ED 360 116

### Equal Opportunities (Jobs)

- Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project. ED 360 443  
Changing Roles of Men and Women: Educating for Equity in the Workplace. Curriculum Guide. ED 359 410  
Parity 2000: Achieving Equity for Women in Higher Education. Report of the Council for Women in Higher Education. ED 359 881  
State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda. ED 360 465

### Equipment

- Universal Playground Design. ED 359 727

### ERIC

- ERIC Annual Report-1992. Summarizing the Recent Accomplishments of the Educational Resources Information Center. ED 359 989

### Essays

- A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design. ED 359 802

### Estimation (Mathematics)

- Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report. ED 360 380

### Ethical Instruction

- Education for Peace as Liberation vs. Indoctrination: Do We, in Fact, Need Some "Unbalanced Teaching" To Achieve a "Balanced Learning?" An interview with Hilary Lipkin and Richard Yarwood. Reprints and Miniprints No. 693. ED 360 195  
Integrated Character Education. Fastback 351. ED 360 233  
A Longitudinal Investigation of the Effects of a School Intervention Program on Children's Social Development. ED 360 043

### Ethics

- Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest. ED 360 037  
Assessing Graduate Education Students' Propensity toward Academic Misconduct. ED 360 370  
Ethics of Collaboration: A Quest for Guidelines. ED 360 235  
Improving Hospital Ethics Committees (HEC): Educating across the Health Professions. ED 359 860

### Ethnic Groups

- Correlational Study into the Relationship between Grade Point Averages, Michigan Educational Assessment Program (MEAP) Scores and Student Absences for Tenth Grade Arthur Hill and Saginaw High School Students, 1992-1993. Evaluation Report. ED 360 432  
The Mirror: A Newsletter of Multicultural Children's Literature, 1991-1993. ED 360 433  
State Plan To Reduce the Dropout Rate, 1993-95. A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature. ED 360 430

### Ethnicity

- Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies. ED 360 121//  
Identity and Inner-City Youth: Beyond Ethnicity and Gender. ED 360 415//

### Eugene Public Schools OR

- Transformational Leadership: Profile of a High School Principal. ED 359 652

### Europe

- New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991). ED 359 328

### European Community

- Higher Level Open Distance Learning in Europe: The Accelerating Pace of Change. ED 359 324  
School Exchanges Present and Future. Proceedings of the Symposium (Barcelona, Spain, March 13-17, 1991) = Bilan et Perspectives des Echanges Scolaires. Actes du colloque (Barcelone, Spain, 13-17 mar 1991). ED 360 208  
Young People in the European Community: Towards an Agenda for Research and Policy. ED 360 212

### Evaluation

- Literacy, Nationalism, and Assessment. LC Report 89-1. ED 359 808

### Evaluation Criteria

- Assessment of Field Placement. ED 360 015  
Charles County Community College Performance Accountability Report. ED 360 027  
Guam Adult Education Quality Performance Indicators. ED 359 408  
Quality Assurance in Education: Current Debates. A Report on a SOED-Sponsored Seminar (Stirling, Scotland, United Kingdom, June 1992).

## Excellence in Education

227

- Quality Assurance in Education: Plans, Targets and Performance Indicators. Current Issues. ED 359 604  
ED 359 605

### Evaluation Methods

- Alternative Assessment: Implications for Social Studies. ERIC Digest. ED 360 219  
[Appraisal of Audiovisual Materials.] ED 359 934  
Chicago Quality Programs Project Report #1. ED 359 851  
A Collaborative Model for School and Program Evaluation: Lethbridge School District No. 31. ED 360 392  
Comments on the NAE Evaluation of the NAGB Achievement Levels. ED 360 398  
Educational Outcomes and Indicators for Individuals at the Post-School Level. ED 359 691  
Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief. ED 359 725  
Five Perspectives on Quality in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 1. ED 360 101  
How To Evaluate Your Middle School. ED 360 077  
Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration. ED 359 701

- Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989. ED 360 351

- Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990. ED 360 350

- Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom. ED 360 325

- Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments. ED 360 334

- Quality Assurance in Education: Current Debates. A Report on a SOED-Sponsored Seminar (Stirling, Scotland, United Kingdom, June 1992). ED 359 604

- Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement." ED 360 397

- The Rise and Fall of Criterion-Referenced Measurement? ED 360 367

- Self-Regulation in Higher Education. A Multi-National Perspective on Collaborative Systems of Quality Assurance and Control. Higher Education Policy Series 15. ED 359 904//

- Traumatic Brain Injury: The Role of Schools in Assessment. ED 359 687

### Evaluation Research

- Assessment Research in the Context of Practice. ED 360 385

### Evaluation Utilization

- What Do SAT Scores Say about Indiana's Education Performance? Policy Bulletin No. PB-1.2. ED 359 614

### Evaluators

- [Appraisal of Audiovisual Materials.] ED 359 934  
Integrating Multi-Dimensional Performances and Setting Performance Standards. ED 360 326

### Even Start

- Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991. ED 360 340

### Excellence in Education

- Achieving the Vision-1992 Report. ED 359 619  
Achieving World Class Standards: The Challenge

for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992).

ED 360 314

Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts.

ED 359 671

National Excellence: A Case for Developing America's Talent.

ED 359 743

Understanding How the Arts Contribute to Excellent Education. Study Summary.

ED 360 248

### Exceptional Persons

Exemplary Programs Serving Special Populations. Volume II.

ED 359 416

### Expectation

Paternal Involvement and the Development of Gender Expectations in Sons and Daughters.

ED 359 457

### Expenditure per Student

Notes From the Field: Education Reform in Rural Kentucky, 1991-1992.

ED 360 120

Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.

ED 360 016

### Expenditures

Dollars and Sense: Catholic High Schools and Their Finances, 1992.

ED 359 615

### Experience Sampling Method

Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research.

ED 360 372

The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention.

ED 360 373

### Experiential Learning

An Evaluation of Experiential Teaching/Learning Methods-In a Professional Legal Training Course.

ED 359 907

Isomorphism: Many Paths, One Activity.

ED 360 123

Marine Biology: Ecology of the Sea. A Zephyr Learning Packet. Revised.

ED 360 177

Whole Language Teacher Education in Multicultural Contexts: Living Our Own Models of Learning.

ED 359 489

### Experimental Curriculum

A Randomized Controlled Trial Evaluating the Impact of the New Pathway Curriculum at Harvard Medical School. Final Report.

ED 359 866

### Experiments

Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989.

ED 360 351

### Expertise

On the Nature of Expertise.

ED 359 709

### Expository Writing

The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.

ED 359 511

### Extended School Year

Educational Benefits in Year-Round High Schools.

ED 359 660

Why a Year Round School District Moved from a Multi-Track to a Single Track Operation.

ED 359 659

### Extension Education

New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991).

ED 359 328

### Extracurricular Activities

The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention.

ED 360 373

### Extraversion Introversion

A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion).

ED 360 357

### Eye Movements

Relations among Manual RT, Visual RT and IQ.

ED 360 041

### Facial Expressions

Facial Expressions in Context: Contributions to Infant Emotion Theory.

ED 360 046

### Facility Utilization Research

Indoor Recreational Places as Glazed Space.

ED 359 621

### Factor Analysis

An Analysis of Gardner's Theory of Multiple Intelligence.

ED 360 088

### Factor Structure

Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities.

ED 360 353

Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis.

ED 360 330

The Supervisory Working Alliance Inventory: A Validity Study.

ED 360 358

### Faculty

Survey on Undergraduate Education in Sociology. Higher Education Surveys Report. Survey Number 15-Sociology.

ED 360 216

### Faculty Advisers

Educational Advising for Student Retention.

ED 360 020

Nurturing a Teacher Advisory Program.

ED 360 078

Relationships between African American Doctoral Students and Their Major Advisors.

ED 359 915

### Faculty Development

Can We Talk? Effective Lecturing in the Classroom: Instructional Strategies Series No. 9.

ED 360 307

Citrus County Professional Orientation Program, 1992-93.

ED 360 284

Freshman Seminar Program: Chapman College. Final Report, 1987-89.

ED 359 861

Graduate Education: Turning Graduate Students into Professors. Final Report.

ED 359 884

Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10.

ED 360 308

Problems in Lectureships at the University of Nevada, Reno.

ED 359 521

Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11.

ED 360 309

Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7.

ED 360 305

Teaching Excellence in the Liberal Arts.

ED 359 867

Technology, Training, and Curricula Revisited: The National Science Foundation Grant to the Science Academy of Austin 1991-92. Final Report.

ED 360 256

Waiting for Thursday: New Teachers Discover Teaching.

ED 360 290

Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8.

ED 360 306

### Faculty Mobility

Beginning Teachers: In Danger of Attrition.

ED 360 281

### Faculty Promotion

Tenured, Out and Still Composed.

ED 359 525

### Faculty Publishing

Notes on Linguistics, 1991.

ED 359 805

Research What You Love-and Get It Published Anyway.

ED 359 580

### Faculty Workload

A Review of Two Higher Education Accountability Issues: Student Assessment and Faculty Workload. Report to Utah State Legislature. Report Number 91-03.

ED 359 910

### Failure

The Culture of Inequality. Second Edition, with a New Introduction.

ED 360 464//

### Fair Use (Copyrights)

Copyright Amendments Act of 1991. Hearings on H.R. 2372, Copyright Amendments Act of 1991: Fair Use of Unpublished Works, Copyright Renewal, and National Film Preservation before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Second Congress, First Session (May 30, June 6, 12, and 20, 1991).

ED 359 975

### Family (Sociological Unit)

Black Families at the Crossroads: Challenges and Prospects.

ED 360 421//

Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series.

ED 360 093

### Family Caregivers

R. I. Caregivers. Caring: A Training Program for Family Caregivers.

ED 359 481

### Family Characteristics

Gavin Families. A Report.

ED 359 814

Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project.

ED 359 610

### Family Counseling

Families and the Grief Process. ARCH Factsheet Number 21.

ED 359 724

### Family Education Loan Program

Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Year 1992. Report to the Congress.

ED 359 882

Student Loan Program Simplification: Final Report. A Report to the Congress of the United States and the Secretary of Education.

ED 359 883

### Family English Literacy

Descriptive Study of the Family English Literacy Program. Final Report.

ED 359 815

Latin American Literacy Partnership Project. Final Formative Evaluation.

ED 359 823

### Family Environment

Effects of Day Care on Elementary School Performance and Adjustment.

ED 360 052

Images Bridging Home and Academic Cultures.

ED 359 536

Tobacco Smoke in the Home and Child Intelligence.

ED 359 536

ED 359 536

ED 359 536

ED 359 536

ED 359 536

ED 359 536

## Subject Index

- Family History**  
Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts. ED 360 091
- Family Influence**  
Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies. ED 360 145  
Inputs, Processes, Outcomes: The Context for Achievement among Economically Disadvantaged Students in Appalachia. ED 360 121//  
A Study of Stereotyping of Infants and Toddlers. ED 360 122  
Tobacco Smoke in the Home and Child Intelligence. ED 360 089
- Family Involvement**  
Education for All: An Expanded Vision. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph II. Roundtable Themes II. ED 359 363//
- Family Life**  
Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529. ED 359 458  
Emerging Factors in Work/Family Interference. ED 359 463  
Pages from Life: Families Write Together = Páginas de la Vida: Familias Escriben Juntas. ED 360 463//  
School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft. ED 360 435  
Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers. ED 360 144
- Family Literacy**  
For Our Children (FUN): A Family Literacy Project for Adult Basic Education Classes. Occasional Paper. ED 359 506  
Resources in Family Literacy. General Adult Literacy Series. ED 359 395
- Family Problems**  
Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series. ED 360 093  
Lives on the Edge: Single Mothers and Their Children in the Other America. ED 360 420//
- Family Programs**  
Clayton Family Literacy and School Support Services Project: Project Class. Final Report. ED 359 831  
Descriptive Study of the Family English Literacy Program. Final Report. ED 359 815  
Family Mental Health and Education at the Refugee Women's Alliance: A Working Bibliography of Resources. Part of the Multi-Ethnic Family Intervention Project. ED 359 836  
Latin American Literacy Partnership Project. Final Formative Evaluation. ED 359 823  
Promising Practices in Early Childhood Education. Volume I. ED 360 137  
Resources in Family Literacy. General Adult Literacy Series. ED 359 395
- Family Role**  
Empowering Hispanic Families: A Critical Issue for the '90s. ED 360 461//  
Family Talk Time. A Curriculum for Refugee and Immigrant Parents. ED 359 833
- Family School Relationship**

RIE DEC 1993

- Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series. ED 360 093  
Home School Specialist: "The Missing Link" [and] "The Student Connection Program." ED 360 114  
Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992). ED 359 600
- Family Structure**  
Familial Configuration Influences on the Educational Performance of Urban High School Freshmen. ED 360 450  
Public School Kindergartners: Isolates, Low Self-Concept, and Family Status. ED 360 062  
Youth in Single-Parent Families: Risk and Resiliency. Background Paper. ED 360 462
- Family Violence**  
Battered Husbands and Battered Wives: Why One Is a Social Problem and the Other Is Not. ED 359 483
- Family Work Relationship**  
Emerging Factors in Work/Family Interference. ED 359 463
- Fashion Industry**  
Apparel and Accessories. Second Edition. Career Competencies in Marketing Series. ED 359 342
- Fast Plants**  
Beginning Plant Biotechnology Laboratories Using Fast Plants. ED 360 148
- Fathers**  
Paternal Involvement and the Development of Gender Expectations in Sons and Daughters. ED 359 457  
Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers. ED 360 144
- Federal Aid**  
America 2000: The President's Education Strategy. CRS Report for Congress. ED 359 635  
An Analysis of Resources To Aid Drug-Exposed Infants and Their Families. ED 359 734  
Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report. ED 360 157  
Child Care Funding Re-Assessed: Operational Subsidies, Fee Relief and Taxation Issues. ED 360 064  
Choice Programs and State Constitutions: The Inclusion of Sectarian Schools. CRS Report for Congress. ED 359 636  
The Federal Role in Improving Elementary and Secondary Education. A CBO Study. ED 360 087  
Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1990. A Report to the President and Congress. Surveys of Science Resources Series. ED 360 158  
Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Year 1992. Report to the Congress. ED 359 882
- Federal Contractors**  
Business Opportunities Enhancement Act (Draft Legislation To Amend the Buy Indian Act) To Increase Employment and Business Opportunities for Indians. Hearing before the Select Committee on Indian Affairs. United States Senate, One Hundred Second Congress, Second Session. ED 360 127
- Federal Indian Relationship**  
The Equivocal Prospects for Indian Reservations. Occasional Paper 1993-2. ED 360 129
- Federal Legislation**

## Federal Regulation

229

- Chapter 1 in Ohio: Elementary and Secondary Education Act. 27th Annual Evaluation Report, Fiscal 1992. ED 360 045  
A Compilation of Federal Education Laws: Volume V, As Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, First Session. ED 359 740  
Copyright Amendments Act of 1991. Hearings on H.R. 2372, Copyright Amendments Act of 1991: Fair Use of Unpublished Works, Copyright Renewal, and National Film Preservation before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Second Congress, First Session (May 30, June 6, 12, and 20, 1991). ED 359 975  
Goals 2000: Educate America Act Overview and Analysis. ED 359 637  
H.R. 1685, Defense Language Institute Foreign Language Center. Hearing before the Investigations Subcommittee of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 27, 1992). ED 359 796  
Unemployment Insurance in the United States: The First Half Century. ED 359 409
- Federal Programs**  
Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria. ED 360 321  
The Child Care and Development Block Grant Program. ARCH Factsheet Number 19. ED 359 722  
Direct Student Loans: The Department of Education's Implementation of Direct Lending. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives. ED 359 891  
Federal Resource Center for Special Education. Final Report. ED 359 739  
Healthy Schools. A Directory of Federal Programs and Activities Related to Health Promotion through the Schools. ED 360 303  
High Performance Computing: Advanced Research Projects Agency Should Do More To Foster Program Goals. Report to the Chairman, Committee on Armed Services, House of Representatives. ED 359 940  
H.R. 1685, Defense Language Institute Foreign Language Center. Hearing before the Investigations Subcommittee of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 27, 1992). ED 359 796  
Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts. ED 359 671  
Multiple Employment Programs. National Employment Training Strategy Needed. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate. ED 359 427  
Poor Children and Welfare Reform. Executive Summary of the Final Report. ED 360 414  
Special Education in Early Childhood. A Burning Issues Series Report. ED 360 136
- Federal Regulation**  
From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television. ED 359 566  
Learning To Meet the Science and Technology Challenge.



- ED 360 163  
Pathways to Excellence: A Federal Strategy for Science, Mathematics, Engineering, and Technology Education. U.S. Science, Mathematics, Engineering, and Technology Education Strategic Plan FY1994-FY1998.

ED 360 165

### Federal Resource Center for Special Education

- Federal Resource Center for Special Education. Final Report.

ED 359 739

### Federal State Relationship

- Goals 2000: Educate America Act Overview and Analysis.

ED 359 637

### Feedback

- How To Institute the Cross/Angelo Classroom Assessment Training Program on a College Campus, or, How To Create a Dynamic Teaching/Learning Partnership between Teachers and Students.

ED 359 994

- Predicting Postfeedback Performance from Students' Confidence in Their Responses.

ED 360 332

- What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.

ED 359 995

### Fees

- Fee Survey 1992-93. Indicators of Fee Levels Charged to Part-Time Adult Students by Local Education Authorities.

ED 359 389

### Fellowships

- Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1990. A Report to the President and Congress. Surveys of Science Resources Series.

ED 360 158

- Internship, Residency, and Fellowship Programs in ARL Libraries. SPEC Kit 188.

ED 359 970

### Females

- Barriers to Women Entering the Workforce: Knowledge and Attitude toward Nontraditional Careers. Research Bulletin No. 4.

ED 359 383

- Career Patterns of Women Graduates of Independent Schools: A Comparison of Coeducational and All-Girls High Schools.

ED 359 913

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- Family Story Curriculum Project. Refugee Women's Alliance.

ED 359 839

- Girls in Schools: A Bibliography of Research on Girls in U.S. Public Schools Kindergarten through Grade 12. Third Edition.

ED 360 241

- Graduate Follow-up and Employer Survey 1989.

ED 359 405

- A Guide to Women's Studies in the Outdoors: Review of Research with Annotated Bibliography.

ED 360 141

- Storytelling Project. Southeast Asian Women's Alliance.

ED 359 838

- Study To Examine Student Knowledge and Attitude toward Nontraditional Careers.

ED 359 382

- UCSF Medical Scholars Program, 1986-1987.

ED 359 865

- Women in Astronomy.

ED 360 166

- Zora Neale Hurston: A Storyteller's Life. Unsung Americans.

ED 360 440//

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ED 359 435

### Feminism

- Breaking Down Gender Barriers: Theories into Practice.

ED 359 535

- The Phrase of the Phallic Peminine: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy.

ED 359 534

- When Teachers Aren't Nice: bell hooks and Feminist Pedagogy

ED 359 513

### Feminist Pedagogy

- The Phrase of the Phallic Peminine: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy.

ED 359 534

- When Teachers Aren't Nice: bell hooks and Feminist Pedagogy

ED 359 513

### Fetal Alcohol Syndrome

- Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome.

ED 360 146//

### Fetal Drug Exposure

- Alcohol, Tobacco, and Other Drugs May Harm the Unborn.

ED 359 678

- An Analysis of Resources To Aid Drug-Exposed Infants and Their Families.

ED 359 734

- Educating Young Children Prenatally Exposed to Drugs and At Risk. Report and Resource Compendium.

ED 359 682

- Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114.

ED 360 040

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ED 359 552//

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ED 359 537

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ED 359 949

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ED 360 433

- Pages from Life: Families Write Together = Páginas de la Vida: Familias Escriben Juntas.

ED 360 463//

### Field Experience Programs

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ED 360 015

- Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice.

ED 360 300

- Design for Cross-Cultural Learning.

ED 360 417//

### Field Trips

- SKOLE: The Journal of the National Coalition of Alternative Community Schools, 1988-1992.

ED 360 126

### Films

- Copyright Amendments Act of 1991. Hearings on H.R. 2372, Copyright Amendments Act of 1991: Fair Use of Unpublished Works, Copyright Renewal, and National Film Preservation before the Subcommittee on Intellectual Property and Judicial Administration of the Committee on the Judiciary. House of Representatives, One Hundred Second Congress, First Session (May 30, June 6, 12, and 20, 1991).

ED 359 975

- Digital Audio Sampling for Film and Video.

ED 359 937

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ED 359 592

### Financial Needs

- A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges.

ED 360 034

### Financial Support

- An Analysis of Resources To Aid Drug-Exposed Infants and Their Families.

ED 359 734

- North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum.

ED 360 133

- Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. Executive Summary.

ED 360 460

- Special Education: Expenditures and Obligations. Policy Study No. 161.

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- The Impact of Computerization on Archival Finding Aids: A RAMP Study.

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### Fine Arts

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### Fingerplays

- Strengthening Language Experiences for Children through Fingerplays.

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### Finnish

- Some Aspects of the Pragmatic Organization of Academic Discourse.

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### First Impressions

- First Impressions: Governor Roy Romer's Initiative on Early Childhood. Year-End Report, July 1991 - June 1992.

ED 360 050

### Flaming (Computer Mediated Communication)

- Can InterChange Write/Right Itself?

ED 359 529

### Flexible Learning

- Developmental Continuity across Preschool and Primary Grades. Implications for Teachers.

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### Floriculture

- Floriculture. Florida Vocational Program Guide.

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### Florida

- Condoning Drug Education Programs at Colleges and Universities.

ED 359 876

- The Development and Implementation of Inservice Management Training for Entry-Level Classified Personnel: Phase One-Personnel Selection.

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- Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future.

ED 359 606

- Performance-Base Diploma Program: An Award-Winning Approach to Dropout Prevention.

ED 359 658

- School Districts: The Missing Link in Education Reform.

ED 359 644

### Florida (Central)

- Readability of Central Florida Newspapers.

ED 359 508

### Florida (Tampa)

- Troubled Lifestyles: High-Risk Youth in Florida. Draft.

ED 360 436

### Florida Community College at Jackson-

RIE DEC 1993

**ville**

Academic Options for Students Affected by the Standards for Student Success.

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**Focus Groups**

Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges.

ED 360 000

**Focus Groups Approach**

Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program.

ED 359 829

**Folk Culture**

Arizona Heritage: A Bibliography of Materials and Directory of Authors, Illustrators and Storytellers for Teachers, Librarians and Parents.

ED 359 967

An Exchange of Gifts: A Storyteller's Handbook. Folkpatterns 4-H Leader's Guide: A Cultural Heritage Project.

ED 359 560//

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ED 359 843

Storytelling Project. Southeast Asian Women's Alliance.

ED 359 838

Zora Neale Hurston: A Storyteller's Life. Unsung Americans.

ED 360 440//

**Folkpatterns**

Folkpatterns 4-H Leader's Guide: A Cultural Heritage Project.

ED 360 199//

**Folktales**

An Exchange of Gifts: A Storyteller's Handbook.

ED 359 560//

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ED 360 218

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Biennial Report of the United States Institute of Peace, 1991. Submitted to the Congress and the President of the United States.

ED 360 197

Changes in the Former Soviet Union: Debating U.S. Aid. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.

ED 360 218

International Exchanges in a Changing World. Hearing before the Subcommittee on International Operations of the Committee on Foreign Affairs. House of Representatives, One Hundred Second Congress, Second Session.

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**Foreign Students****RIE DEC 1993**

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**Forestry**

Natural Resources and Forest Ecology. Florida Vocational Program Guide.

ED 359 346

**Formal Operations**

Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability.

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**Foundations of Education**

B. Othanel Smith, Douglas McGregor, and the Philosophical Analysis of the Discourse of Institutional Democracy in Education: An Essay with Bibliographies.

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**Francophone Education (Canada)**

L'alphabétisme chez les Franco-Albertains (Illiteracy among French Speaking Residents of Alberta).

ED 359 813

**French**

L'alphabétisme chez les Franco-Albertains (Illiteracy among French Speaking Residents of Alberta).

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ED 359 791

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Some Aspects of the Pragmatic Organization of Academic Discourse.

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**Freshman Composition**

Argument, Free Speech, and the Politics of Deliberation in the Composition Classroom.

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ESL Students in Freshman English: An Evaluation of the Placement Options.

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ED 359 523//

**Freshman Seminars**

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**Full Inclusion**

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**Full Time Students**

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ED 359 859

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**Generalization**

The Trap of Generalization: A Case of Encountering a New Culture.

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**Generative Processes**

Generative Teaching and Personality Characteristics of Student Teachers.

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An Integrated Teacher Education Model for Enhanced Economic Literacy of Primary Teachers.

ED 360 287

**Geography**

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**Geography Instruction**

The African Diaspora: Teaching the Children.

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ED 360 220

Lake Life.

ED 360 222

Social Studies K-12. Teacher Handbook.

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**Geolinguistics**

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**Georgia**

Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961.

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**German**

A Pilot Program in International Engineering.

ED 359 858

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ED 359 898//

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Remarks on the Needed Reform of German Studies in the United States.

ED 359 898//

**Gifted**

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Consumerism & Development.

ED 360 250  
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ED 360 193

#### Global Education

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ED 360 193

#### Goal Orientation

Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities.  
ED 359 704

Knights of the Round-Table.  
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Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains.  
ED 360 022

#### Goal Setting

Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide.  
ED 359 415

#### Goals 2000

Goals 2000: Educate America Act Overview and Analysis.  
ED 359 637

#### Governance

Decentralization and School Improvement: Can We Fulfill the Promise?  
ED 359 627  
A Green Paper on Board Governance of the Colleges of Applied Arts and Technology in Ontario.  
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#### Government Employees

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The Federal Role in Improving Elementary and Secondary Education. A CBO Study.  
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ED 360 394

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ED 359 431//

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#### Government School Relationship

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ED 359 872

#### Government Subsidies

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ED 360 064

#### Grade Point Average

The Academic Performance of PVCC Students Transferring to Virginia Public Senior Institutions of Higher Education (1991-92). Research Report Number 4-93 and PVCC Institutional Brief No. 93-6.  
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Correlational Study into the Relationship between Grade Point Averages, Michigan Educational Assessment Program (MEAP) Scores and Student Absences for Tenth Grade Arthur Hill and Saginaw High School Students, 1992-1993. Evaluation Report.  
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#### Grade Repetition

Failing Students-Is It Worth the Cost? Issue Paper #3.  
ED 359 666

#### Grade 10

America's High School Sophomores: A Ten Year Comparison, 1980-1990.  
ED 360 318

#### Grade 2

Parental Involvement and Its Relationship to Second Graders' Reading Achievement.  
ED 359 488

#### Grade 4

Equal Opportunity Learning: Hands-On Science for Girls and Boys.  
ED 360 191

#### Grade 5

Serving the Underachiever: School-Based Interventions.  
ED 359 446

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#### Grade 8

National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief.  
ED 360 352

Social Studies Grade 8 Curriculum Guide. Revised.  
ED 360 234

#### Grading

Assessment of Field Placement.  
ED 360 015

Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments.  
ED 360 334

#### Graduate Students

Assessing Graduate Education Students' Propensity toward Academic Misconduct.  
ED 360 370

Graduate Education: Turning Graduate Students into Professors. Final Report.  
ED 359 884

#### Graduate Study

Chinese Students and Questioning Skills in American Graduate Level Classrooms.  
ED 359 803

Enrollments and Degrees.  
ED 359 902

Pedagogical Field Experience or None: A Comparison Study Report.  
ED 360 279

Preparing Tomorrow's School Leaders: Alternative Designs.  
ED 359 628

Relationships between African American Doctoral Students and Their Major Advisors.  
ED 359 915

#### Graduate Surveys

Graduate Activity Survey: Class of 1991 One Year after Graduation.  
ED 360 365

High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation.  
ED 360 366

JCCC Transfer Students: Their Destinations and Achievements, 1992-1993.  
ED 360 035

Point of Graduation Survey, 1992-93: Report of Findings.  
ED 360 031

#### Graduation

Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.  
ED 360 359

Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.  
ED 360 360

#### Grammar

Czech Grammar.  
ED 359 785

A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo.  
ED 359 745

Incorporating Audio Support into English Composition CAI for Adult Learners. Phase II Final Report.  
ED 359 358

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ED 359 781

University of New Mexico Working Papers in Linguistics, Volume 1.  
ED 359 783

#### Grammatical Acceptability

Success Concepts.  
ED 359 747

#### Grants

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ED 360 158

The Genteel Rabble-Rouser, or a Handbook of Local Self-Help for the School Media Specialist.  
ED 359 968

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ED 359 372

#### Grantmanship

Center for Consumer Home Economics Education. Project Number 91-0095 and 91-0095, A-1 and A-2, January 31, 1992-June 30, 1993. A Report on Center Operation and Activities Conducted for California Community College Home Economics and Related Professionals.  
ED 360 005

#### Gravity (Physics)

Microgravity: A Teacher's Guide with Activities. Secondary Level.  
ED 360 178

#### Great Britain

British Perspectives on Peace Education and Its Difficulties: [Conversations With Helen Collinson, Mildred Masheder, Chris Sewell, Patricia White, and The Project "Preparedness for Peace." Educational and Psychological Interactions No. 100.  
ED 360 237

Race for a Change in Continuing and Higher Education. The Cutting Edge Series.  
ED 359 368//

Training at Work: A Critical Analysis of Policy and Practice.  
ED 359 431//

#### Greece (Ancient)

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ED 359 578

#### Greek Civilization

Developing Students (K-5) Understanding through the Paideia System of the Contributions Made by Ancient Cultures to Modern Society.  
ED 360 201

#### Greek Literature

Master Works of Aeschylus, Sophocles, and Euripides as Illuminated by Aristotle's "Poetics." Curriculum Projects, February 7-April 11, 1991. The Huntington Theatre Company's Master Works Study in Greek Drama.  
ED 359 578

#### Grief

Families and the Grief Process. ARCH Factsheet Number 21.  
ED 359 578



## Subject Index

- Grievance Procedures**  
Colorado Special Education Administrative Decisions, 1993. ED 359 724
- Group Behavior**  
On Becoming a Sojourning Community. ED 359 710
- Group Discussion**  
Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program. ED 359 829  
Professional Development through a Teacher Book Club. ED 360 289
- Group Dynamics**  
Connected Knowing: Evaluating a Women and Leadership Seminar. ED 359 873  
The Impact of Membership Diversity on School Council Decision Making. ED 359 645  
The Importance of Participant Role in Cooperative Learning. ED 359 772  
Isomorphism: Many Paths, One Activity. ED 360 123
- Group Homes**  
4-H Youth Programs - Enhancing the Quality of Life. ED 359 449
- Group Instruction**  
Connected Knowing: Evaluating a Women and Leadership Seminar. ED 359 873
- Guam**  
Guam Adult Education Quality Performance Indicators. ED 359 408  
Territory of Guam Adult Education Programs. Performance Report. Fiscal Year 1992. ED 359 407  
Vocational Education: Guam 1991-1992. Annual Performance Report. ED 359 406
- Guam Community College**  
Graduate Follow-up and Employer Survey 1989. ED 359 405
- Guidelines**  
Ethics of Collaboration: A Quest for Guidelines. ED 360 235
- Haitians**  
Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report. ED 360 444
- Handicap Identification**  
A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State. Non-English Language Editions. ED 359 690
- Hands on Experience**  
TVA-A World of Resources. ED 360 152
- Hands on Science**  
Equal Opportunity Learning: Hands-On Science for Girls and Boys. ED 360 191
- Harvard University Medical School MA**  
A Randomized Controlled Trial Evaluating the Impact of the New Pathway Curriculum at Harvard Medical School. Final Report. ED 359 866
- Hawaii**  
Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii? ED 359 793
- Hawaii Interactive Television System**  
Interactive ESL In-Service Teacher Training via Distance Education. ED 359 844

- Hawaiians**  
Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children. ED 359 467
- Hawkins Stafford Act 1988**  
Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. Executive Summary. ED 360 460
- Hazard Community College KY**  
The Hazard Community College "50 Mile Club." ED 360 026
- Head Injuries**  
Project ABLE: Academic Bridges to Learning Effectiveness. ED 359 705  
Traumatic Brain Injury: The Role of Schools in Assessment. ED 359 687
- Headlines**  
News Discourse: The Paratextual Structure of News Texts. ED 359 758
- Health**  
Life Management Skills. Florida Vocational Program Guide. ED 359 344
- Health Care Reform**  
Health Care Reform: How Will It Affect Nursing?—Nursing Education. ED 359 402
- Health Education**  
Colorado Adolescents in Out-of-Home Placement: Health Education Survey, 1992. Report. ED 360 294  
Colorado School Health Education Survey 1992. Report. ED 360 295  
Handbook for Evaluating HIV Education. ED 359 633  
Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies. ED 360 311  
School Health Coalition Building—One State's Plan. ED 360 263  
Step by Step to Comprehensive School Health: The Program Planning Guide. ED 360 304
- Health Insurance**  
Healthy Kids! State Initiatives To Improve Children's Health. ED 360 096
- Health Occupations**  
Basic Skills & the Health Care Industry. Workforce & Workplace Literacy Series. Revised. ED 359 333  
Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students. ED 360 457
- Health Personnel**  
Basic Skills & the Health Care Industry. Workforce & Workplace Literacy Series. Revised. ED 359 333  
National Workplace Literacy Program for Health Care Employees. Final Evaluation Report. ED 359 397
- Health Programs**  
The Hazard Community College "50 Mile Club." ED 360 026  
Healthy Kids! State Initiatives To Improve Children's Health. ED 360 096
- Health Promotion**  
The Hazard Community College "50 Mile Club." ED 360 026  
Healthy Kids! State Initiatives To Improve Children's Health. ED 360 096  
Healthy Schools. A Directory of Federal Programs and Activities Related to Health Promotion through the Schools. ED 359 844

## High Risk Students

233

- Overview of Youth Recreation Programs in the United States. ED 360 303
- Step by Step to Comprehensive School Health: The Program Planning Guide. ED 360 268
- Health Services**  
Healthy Kids! State Initiatives To Improve Children's Health. ED 360 304
- Hearing Impairments**  
Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Programs for Families of Infants, Toddlers, and Preschool-Aged Children with Hearing Impairments. Project SKI\*HI Outreach. Final Report. ED 359 688  
Outreach Services To Stimulate Home-Based Services for Infants, Toddlers, and Preschool-Aged Children with Deaf-Blindness and Multihandicap Sensory Impairments. Project INSITE Outreach. Final Report. ED 359 689
- Hearings**  
Colorado Special Education Administrative Decisions, 1993. ED 359 710
- Help Seeking**  
Self-Reports and Observed Behavior Seeking and Giving Help to Peers. ED 360 355
- Helping Relationship**  
Computational Approaches for Analyzing Tradeoffs between Training and Aiding. Final Technical Paper for Period February-December 1989. ED 360 346  
"In Their Own Words" Comments, Observations, and Reflections on Working with a School Psychologist. ED 359 437
- Heterogeneous Grouping**  
Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential. ED 360 048  
Teacher Perception of Mixed-Age Groupings of Children. ED 360 047
- Heuristics**  
Leren Oplossen van Wiskundige Problemen in het Voortgezet Onderwijs (Learning To Solve Mathematical Problems in Secondary Education). ED 360 153
- Hidden Curriculum**  
Girls, Boys and People: Gender and the Discourse of the Nursery School. ED 360 074
- Hierarchical Linear Modeling**  
Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement. ED 360 317
- High Definition Television**  
HDTV Debate: Industrial Policy Gone Awry. ED 359 925  
HDTV: In Search of a Policy. ED 359 939
- High Performance Computing**  
High Performance Computing: Advanced Research Projects Agency Should Do More To Foster Program Goals. Report to the Chairman, Committee on Armed Services, House of Representatives. ED 359 940
- High Risk Students**  
The Accelerated Middle School: Moving from Concept toward Reality. ED 360 458  
Analysis of Major Outcome Indicators for Middle Grade Students in the New Orleans Public Schools. ED 360 390  
Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program. ED 359 661

- Consultation on Evaluation of Youth Development Programs. Report on the Meeting (January 15, 1992). ED 360 349
- Educational Reforms for At-Risk Students. New York City Case Study. ED 360 428
- Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series. ED 360 093
- Failing Students—Is It Worth the Cost? Issue Paper #3. ED 359 666
- Home School Specialist: "The Missing Link" [and] "The Student Connection Program." ED 360 114
- Impact of Educational Reform on Students in At-Risk Situations, Phase III: Interim Report. Executive Summary. ED 359 641
- The Improvement of Reading Comprehension Skills in At Risk Second Graders. ED 359 505
- Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent Black Males. ED 360 453
- I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays. ED 360 407//
- Losing Generations: Adolescents in High-Risk Settings. ED 360 448
- Managing and Improving the Education of Students At-Risk. ED 360 434
- Matching School Resources and Student Needs: Scheduling and Assignment Problems in High Schools Serving At-Risk Youth. Final Report. ED 360 429
- Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft. ED 360 437
- Reducing the Risk: Integrated Language Arts in Restructured Elementary Schools. Report Series 1.9. ED 359 516
- Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers. ED 360 441//
- Teaching At-Risk Students: A Quality Program in a Small Rural High School. ED 360 131
- Troubled Lifestyles: High-Risk Youth in Florida. Draft. ED 360 436
- "Unusually Successful": Pittsfield Chapter 1. ED 360 079
- Urban Education Today. ED 360 445
- Youth in Single-Parent Families: Risk and Resiliency. Background Paper. ED 360 462
- High School and Beyond (NCES)**  
America's High School Sophomores: A Ten Year Comparison, 1980-1990. ED 360 318
- High School Equivalency Programs**  
Performance-Based Diploma Program: An Award-Winning Approach to Dropout Prevention. ED 359 658
- High School Freshmen**  
Familial Configuration Influences on the Educational Performance of Urban High School Freshmen. ED 360 450
- High School Graduates**  
Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools. ED 360 359
- Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools. ED 360 360
- Graduate Activity Survey: Class of 1991 One Year after Graduation. ED 360 365
- High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation. ED 360 366
- The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations. ED 360 375
- High School Students**  
America's High School Sophomores: A Ten Year Comparison, 1980-1990. ED 360 318
- Barriers to Women Entering the Workforce: Math Anxiety. Research Bulletin No. 3. ED 359 381
- Barriers to Women Entering the Workforce: Sexual Harassment. ED 359 379
- Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report. ED 360 444
- Civil Rights Movement and the 1990s: Racism and the African-American Population. ED 360 408
- Colorado: Youth Risk Behavior Survey, 1991. ED 359 469
- Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc. ED 359 936
- Comparison of the Armed Services Vocational Aptitude Battery to the General Aptitude Test Battery. Final Technical Paper for Period January 1987-January 1990. ED 360 343
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- An Effective Learning Environment: A Discussion Paper on Strategy 1 of "Answering the Challenge." ED 360 097
- Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students. ED 360 457
- Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis. ED 360 330
- Holland House/Boysville Chapter 1 Neglected and Delinquent Program. Product Evaluation Report, 1992-93. ED 360 442
- Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories. ED 360 173
- The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention. ED 360 373
- Self-Reports and Observed Behavior Seeking and Giving Help to Peers. ED 360 355
- Study To Examine Actions Perceived as Sexual Harassment. ED 359 378
- Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs. ED 359 380
- Teen Workers: Developing a Work Ethic or Gratifying Material Needs? ED 360 119
- What's Next?: A Guide to Planning Life after High School. ED 359 439
- High Schools**  
Dollars and Sense: Catholic High Schools and Their Finances, 1992. ED 359 615
- Educational Benefits in Year-Round High Schools. ED 359 882
- The Issue of Relevant Education: Theories and Reality. ED 360 125
- A Local Study of the Roles and Functions of the Secondary School Counselor. ED 359 464
- North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum. ED 360 133
- One Student at a Time: Report of the State Board of Education Task Force on High School Education. ED 359 651
- Higher Education**  
American Higher Education: Purposes, Problems, and Public Perceptions. ED 359 900//
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- By Design or Default? A Report. ED 359 892
- Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1990. A Report to the President and Congress. Surveys of Science Resources Series. ED 360 158
- Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. ED 359 889
- Restructuring Higher Education—By Design. RAND Issue Paper 2. ED 359 893
- Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System. ED 359 899
- South Carolina Higher Education Assessment (SCHEA) Project. Final Report. ED 359 862
- Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 through 1990-91. E.D. TABS. ED 359 888
- Hip Hop Generation**  
The MEE Report: Reaching the Hip-Hop Generation. ED 360 410//
- Hispanic American Students**  
Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students. ED 360 457
- Thorough and Fair: Creating Routes to Success for Mexican-American Students. ED 360 116
- Hispanic Americans**  
Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report. ED 360 444
- Clayton Family Literacy and School Support Services Project: Project Class. Final Report. ED 359 831
- Curso de Paternidad para Padres de Lengua Minoritaria: Guia en Espanol (Parenting Curriculum for Language Minority Parents: Guide in Spanish). ED 360 405
- Discrimination and Prejudice: An Annotated Bibliography. Second Edition. ED 360 416//
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- Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students. ED 360 457
- Socioeconomic Profile of the Client Population. The Effects of Poor Education. ED 359 832

## Subject Index

State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda. ED 360 465

### History

Documenting Community Organizations. ED 359 965  
Peace Education: Perspectives from Brazil and India. An Interview with Anima Bose (India) and Zimarian Jeanne Walker (Brazil). Reprints and Miniprints No. 683. ED 360 194

### History Instruction

The African Diaspora: Teaching the Children. ED 360 228  
Columbia Quincentenary. Special Issue. ED 360 205  
Geography in History: A Necessary Connection in the School Curriculum. ERIC Digest. ED 360 220  
History as the Core of the Precollege Social Studies Curriculum. A Statement of Policy. ED 360 251  
Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria. ED 360 240  
Innovation in Late Medieval Educational Thought: Vincent of Beauvais, Ramon Lull, and Pierre Dubois. ED 360 242  
Lake Life. ED 360 222  
Powerful Social Studies: Concepts That Count. Elementary Subjects Center Series No. 88. ED 360 229  
Social Studies Grade 8 Curriculum Guide. Revised. ED 360 234  
Social Studies K-12. Teacher Handbook. ED 360 232

### Hmong People

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### Holistic Approach

Bridging American Indian Culture and the New Science Paradigm. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 105  
Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice. ED 360 300  
Finding Our Own Way: Teachers Exploring Their Assumptions. ED 359 499//  
Mood and Memory Research: The Need for a More Wholistic Approach. ED 360 347

### Home Economics

Life Management Skills. Florida Vocational Program Guide. ED 359 344

### Home Economics Education

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### Home Health Aides

Home Health Aide. Florida Vocational Program Guide. ED 359 321  
Patient Care Assistant. Florida Vocational Program Guide. ED 359 348

### Home Programs

Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Programs for Families of Infants, Toddlers, and Preschool-Aged Children with Hearing Impairments. Project SKI\*HI Outreach. Final Report. ED 359 688  
Outreach Services To Stimulate Home-Based Services for Infants, Toddlers, and Preschool-Aged

Children with Deaf-Blindness and Multihandicap Sensory Impairments. Project INSITE Outreach. Final Report. ED 359 689

Promising Practices in Early Childhood Education. Volume I. ED 360 137

### Home Schooling

Home Education Research: On the Right Road? ED 360 331  
SKOLE: The Journal of the National Coalition of Alternative Community Schools, 1988-1992. ED 360 126

### Homeless People

Adults in Transition. A Report of the Fourth Year of the Adult Education for the Homeless Program. ED 359 399  
Education for Homeless Adults. The 1989-1990 Report. ED 359 400  
The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991. ED 360 451  
Job Training for the Homeless: Report on Demonstration's First Year. Research and Evaluation Report Series 91-F. ED 359 359

### Homophobia

Sexual Difference and Participatory Pedagogy. ED 359 527  
Tenured, Out and Still Composed. ED 359 525

### Homosexuality

Helping Students Find Sensitive Material: A Guide to the Literature on Homosexuality for Librarians and Faculty. ED 359 990  
Religiosity, Gender, Sex Anxiety, and AIDS Attitudes as They Affect Attitudes Towards Homosexuals. ED 359 444

### Honors Curriculum

Sexual Difference and Participatory Pedagogy. ED 359 527

### hooks (bell)

When Teachers Aren't Nice: bell hooks and Feminist Pedagogy. ED 359 513

### Hospital Ethics Committees

Improving Hospital Ethics Committees (HEC): Educating across the Health Professions. ED 359 860

### Hospital Personnel

Improving Hospital Ethics Committees (HEC): Educating across the Health Professions. ED 359 860

### Hospitality Occupations

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Hospitality Management. Florida Vocational Program Guide. ED 359 422

### Hostility

The Development of the Post-Divorce Parental Conflict Scale. ED 360 384

### Human Capital

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### Human Resources

Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. ED 359 412

### Human Services

Assessment of Field Placement. ED 360 015  
Crisis Nursery Services-Responding to Parental

## Imagination

235

Concerns. ARCH Factsheet Number 20.

ED 359 723  
Job Satisfaction in Human Services: A Rehabilitation Agency. ED 359 465

Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992). ED 359 600

### Humanistic Education

Powerful Social Studies: Concepts That Count. Elementary Subjects Center Series No. 88. ED 360 229

### Humanities Instruction

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A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing. ED 359 520

Teaching Excellence in the Liberal Arts. ED 359 867

### Humor

Humor as an Instructional Practice: A Longitudinal Content Analysis of Humor Use in the Classroom. ED 359 587

Social Competence and Humor in Preschool and School-Aged Children. ED 360 072

### Hunter (Madeline)

A Comparative Study of the Educational Stances of Madeline Hunter and James Britton. Concept Paper No. 6. ED 359 546

### Hurston (Zora Neale)

Zora Neale Hurston: A Storyteller's Life. *Unsung Americans*. ED 360 440//

### Hypermedia

An Application of Digitized Speech in Hypermedia. ED 359 935

### Hypothesis Testing

Science Process Vocabulary: Our Failure To Communicate. ED 360 185

### I Can Do Program

Development and Evaluation of a School-Based Stress and Coping Curriculum. ED 360 051

### Identification

Research Report on Services to Preschoolers. Summary of Findings of the National Survey of State Migrant Education Programs. ED 360 138

Special Education in Early Childhood. A Burning Issues Series Report. ED 360 136

### Identity (Psychological)

Identity and Inner-City Youth: Beyond Ethnicity and Gender. ED 360 415//

### Ideology

Girls, Boys and People: Gender and the Discourse of the Nursery School. ED 360 074

### Igbo

A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo. ED 359 745

### Illiteracy

L'analphabétisme chez les Franco-Albertains (Illiteracy among French Speaking Residents of Alberta). ED 359 813

### Imagery

F.Y.I. For Your Imagination: Focused Imaging. Instructional Strategies Series No. 12. ED 360 310

Images Bridging Home and Academic Cultures. ED 359 536

### Imagination

F.Y.I. For Your Imagination: Focused Imaging.



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ED 360 310
- Immersion Programs**  
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ED 360 239
- Immigrants**  
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ED 359 831  
Family Talk Time. A Curriculum for Refugee and Immigrant Parents.  
ED 359 833  
Immigrant Voices: Pursuing an American Dream = Voces de inmigrantes: En busca de un sueño americano.  
ED 359 812  
Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii?  
ED 359 793  
Socioeconomic Profile of the Client Population. The Effects of Poor Education.  
ED 359 832  
The State of Asian Pacific America: Policy Issues to the Year 2020. A Public Policy Report.  
ED 360 409//  
Teaching Literacy to Second Language Learners.  
ED 359 807
- Income**  
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ED 359 435
- Independent Living**  
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ED 359 711
- Independent Study**  
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ED 360 177  
The Projects Strategy in Curriculum and Instruction.  
ED 359 769  
Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed Learning in the Workplace.  
ED 359 354
- Indexes**  
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ED 359 316
- Indiana**  
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ED 359 614
- Indiana Wesleyan University**  
Improved Reading Comprehension: A Key to University Retention?  
ED 359 498
- Indicators**  
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ED 359 656
- Indigenous Populations**  
Books and Media for All South African Children in the 21st Century?  
ED 359 960  
Literacy for Metis and Non-Status Indian Peoples: A National Strategy.  
ED 359 821
- Individual Characteristics**  
Characteristics of Recent Science and Engineering Graduates: 1990. Detailed Statistical Tables. Surveys of Science Resources Series.  
ED 360 156  
The Effects of Personal Characteristics on Mentoring Activities.  
ED 359 448
- Individual Development**  
The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development.  
ED 360 328

- Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities.  
ED 360 353  
Life Management Skills. Florida Vocational Program Guide.  
ED 359 344
- Individualized Instruction**  
A Comparison of the Effectiveness of the Individualized Approach and the Traditional Approach to Teaching Spelling in the Fourth Grade.  
ED 359 496  
Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7.  
ED 360 305
- Individuals with Disabilities Education Act Part H**  
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ED 359 731
- Indonesia**  
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ED 360 211
- Induction**  
The Micro Inductive-Reasoning Unit within the Basic Speech Course.  
ED 359 584
- Industrial Training**  
Training at Work: A Critical Analysis of Policy and Practice.  
ED 359 431//
- Industry**  
Workplace Skills Enhancement Project, Seattle-King County Private Industry Council (PIC). Final Report.  
ED 359 834
- Infant Behavior**  
Facial Expressions in Context: Contributions to Infant Emotion Theory.  
ED 360 046
- Infant Feeding**  
Feeding Babies: From Breast Milk to the Family Dish.  
ED 360 049
- Infants**  
Facial Expressions in Context: Contributions to Infant Emotion Theory.  
ED 360 046  
Feeding Babies: From Breast Milk to the Family Dish.  
ED 360 049  
Relations among Manual RT, Visual RT and IQ.  
ED 360 041
- Inferences**  
Science Process Vocabulary: Our Failure To Communicate.  
ED 360 185
- Influences**  
Graduation Rate Differences within the VCCS, August 1993.  
ED 360 036  
Mentoring and the Business Environment: Asset or Liability?  
ED 359 432//
- Informal Assessment**  
How To Evaluate Your Middle School.  
ED 360 077
- Informal Education**  
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ED 360 169
- Informal Leadership**  
Perceptions of Recent Graduates: Leadership and "Standing Out."  
ED 360 271
- Informal Learning**

- Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin.  
ED 360 154
- Information Books**  
Infotext: Reading and Learning.  
ED 359 504//
- Information Centers**  
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ED 359 989
- Information Dissemination**  
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ED 359 598  
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ED 360 319  
Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study.  
ED 359 920  
A Procedure for Supporting the Selection of Courseware by Secondary School Teachers.  
ED 359 929  
Programs of 1992 Winning Teams. Pioneering Partners.  
ED 359 930  
Trends and Issues in the Dissemination of Child Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2.  
ED 360 102  
Working with the News Media.  
ED 359 629
- Information Integration**  
Can We Talk? Effective Lecturing in the Classroom: Instructional Strategies Series No. 9.  
ED 360 307
- Information Literacy**  
Information Skills: An Educational Perspective for Tomorrow.  
ED 359 981
- Information Management**  
Distributive Information Systems for Campuses (DISC): Going Where No Profile Has Gone Before.  
ED 359 598
- Information Needs**  
A Report on the KAIR Survey of Information Sharing Needs.  
ED 359 998  
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ED 359 964
- Information Networks**  
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ED 359 973  
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ED 360 009  
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ED 359 374  
PSinet: A Teleconferencing Network for Teachers.  
ED 360 110  
A Regional Information System Strategy for the Caribbean for the Year 2000.  
ED 359 962
- Information Retrieval**  
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ED 359 983
- Information Services**  
Helping People Discover Educational Opportunities  
ED 359 983

## Subject Index

- ties: The Higher Education Information Center.  
ED 359 912  
National Symposium on Information Technology:  
Proceedings (7th, Myrtle Beach, South Carolina,  
May 3-6, 1992). Volume 6.  
ED 359 683
- Information Skills**  
Information Skills: An Educational Perspective  
for Tomorrow.  
ED 359 981
- Information Society**  
Information Skills: An Educational Perspective  
for Tomorrow.  
ED 359 981
- Information Sources**  
Helping Students Find Sensitive Material: A  
Guide to the Literature on Homosexuality for Li-  
brarians and Faculty.  
ED 359 990
- Information Storage**  
Documenting Community Organizations.  
ED 359 965
- Information Systems**  
Business Education Index 1992. Volume 53. In-  
dex of Business Education Articles and Research  
Studies Compiled from a Selected List of Periodi-  
cals and Yearbooks Published during the Year  
1992.  
ED 359 336  
A Regional Information System Strategy for the  
Caribbean for the Year 2000.  
ED 359 962
- Information Technology**  
The Impact of Computerization on Archival Find-  
ing Aids: A RAMP Study.  
ED 359 947  
Information Technology: A Model for Brandon  
University.  
ED 359 982  
National Symposium on Information Technology:  
Proceedings (7th, Myrtle Beach, South Carolina,  
May 3-6, 1992). Volume 6.  
ED 359 683  
Reengineering Teaching and Learning in Higher  
Education: Sheltered Groves, Camelot, Wind-  
mills, and Malls. Professional Paper Series, #10.  
ED 359 921
- Information Utilization**  
Information Utilization in Restructuring Schools:  
The Role of the Beginning Principal.  
ED 359 646
- Injuries**  
Colorado: Youth Risk Behavior Survey, 1991.  
ED 359 469
- Inner City**  
Environmental Views and Values of Children in  
an Inner-City Black Community.  
ED 360 456  
Identity and Inner-City Youth: Beyond Ethnicity  
and Gender.  
ED 360 415//  
Preparing for Prison: Life in San Francisco's In-  
ner-City Neighborhoods. Draft.  
ED 360 439
- Implant Programs**  
Career Enhancement Program for the Industries  
of the Shenandoah Valley of Virginia. Performance  
Report.  
ED 359 373  
The Missing Link: Workplace Education in Small  
Business.  
ED 359 429//
- Input Output Devices**  
A Manual for Single Switch and Adaptive Soft-  
ware Programming. Computer Applications for  
Students with Physical, Sensory, Developmental,  
and Learning Disabilities.  
ED 359 684
- Inquiry**  
National Science Education Standards: An En-  
hanced Sampler. A Working Paper of the Na-  
tional Committee on Science Education  
Standards and Assessment.  
ED 360 175  
National Science Education Standards: A Sam-  
pler.  
ED 360 174

## Inservice Education

- The Development and Implementation of Inser-  
vice Management Training for Entry-Level Clas-  
sified Personnel: Phase One—Personnel Selection.  
ED 359 655

## Inservice Teacher Education

- Citrus County Professional Orientation Program,  
1992-93.  
ED 360 284  
Improving the Teaching of Science: Staff Devel-  
opment Approaches. Resource Document.  
ED 360 162  
In Search of Autonomy: Teachers' Aspirations  
and Expectations from a School-University Col-  
laborative.  
ED 359 890  
An Integrated Teacher Education Model for En-  
hanced Economic Literacy of Primary Teachers.  
ED 360 287  
Interactive ESL In-Service Teacher Training via  
Distance Education.  
ED 359 844  
Preservice and Inservice Professional Develop-  
ment Efforts Regarding Bloom's Learning for  
Mastery.  
ED 360 282  
Professional Development through a Teacher  
Book Club.  
ED 360 289  
Working with Numbers.  
ED 359 326

## Institutes (Training Programs)

- How To Institute the Cross/Angelo Classroom  
Assessment Training Program on a College Cam-  
pus, or, How To Create a Dynamic Teach-  
ing/Learning Partnership between Teachers and  
Students.  
ED 359 994

## Institutional Advancement

- Monological Innovation versus Polylogical Im-  
provement.  
ED 359 871

## Institutional Autonomy

- Self-Regulation in Higher Education. A Multi-  
National Perspective on Collaborative Systems of  
Quality Assurance and Control. Higher Educa-  
tion Policy Series 15.  
ED 359 904//

## Institutional Characteristics

- An Analysis of Report Cards on Schools: How  
Community/School Characteristics Impact Stu-  
dent Outcomes.  
ED 360 316  
CFCC: A Report on Indicators of Excellence.  
ED 360 030  
Wallace Community College, Selma: 1991-92 In-  
stitutional Profile.  
ED 360 019

## Institutional Environment

- Effects of Institutional Forces on Novice Social  
Studies Teachers' Curricular Decision-Making.  
ED 360 278

## Institutional Evaluation

- Associate in Occupational Studies, Culinary Arts.  
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Commission of the American Culinary Federa-  
tion Educational Institute.  
ED 359 396  
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1993.  
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tional Change: An Integrated Institutional As-  
sessment and Strategic Planning Process for  
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ity Issues: Student Assessment and Faculty Work-  
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## Instructional Improvement

- (SCHEA) Project. Final Report.

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- Standards for Church and Synagogue Libraries:  
Guidelines for Measuring Effectiveness and  
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- CFCC: A Report on Indicators of Excellence.  
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Critic.  
ED 360 024  
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and Strategic Planning (IASP) Process: A Hand-  
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- African American Educational Excellence. Plan-  
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ment of the Center for Applied Cultural Studies  
and Educational Achievement (Long Beach, Cali-  
fornia, January 27, 1989).  
ED 360 424

## Instruction

- The Research on Learning To Teach: Prospects  
and Problems.  
ED 360 275

## Instructional Design

- How To Integrate Language and Content Instruc-  
tion: A Training Manual. Second Edition.  
ED 359 780  
Impact of Learning Styles on Instructional Design  
for Distance Education.  
ED 359 926  
Occasional Papers in Open and Distance Learn-  
ing, Number 13.  
ED 359 928

## Instructional Development

- Are We Using Instructional Technology Effecti-  
vely?  
ED 360 008  
Developmental Continuity across Preschool and  
Primary Grades. Implications for Teachers.  
ED 360 059  
Distributed Training for the Reserve Component:  
Course Conversion and Implementation Guide-  
lines for Computer Conferencing.  
ED 359 916  
Isomorphism: Many Paths, One Activity.  
ED 360 123  
SCID: Model for Effective Instructional Develop-  
ment.  
ED 359 338

## Instructional Effectiveness

- An Evaluation of Experiential Teaching/Learn-  
ing Methods-In a Professional Legal Training  
Course.  
ED 359 907  
Practices of Special Education Teachers for Deal-  
ing with Students with ADD/ADHD.  
ED 359 729  
Research in the Classroom: Sixth Annual Report  
of Research Projects Conducted by Educators in  
Their Classrooms.  
ED 359 732  
Retraining the European Workforce: How Tech-  
nologies Can Help. Training Discussion Paper  
No. 95.  
ED 359 320  
Special Life Skills for Community Living.  
ED 359 733

## Instructional Improvement

- CFCC: A Report on Indicators of Excellence.  
ED 360 030  
Designing Coherent Education Policy: Improving

- the System. ED 359 626
- Developing and Implementing a Curriculum and Instructional Program To Improve Reading Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District. ED 359 492
- Effects That the Developmentally Appropriate Process Makes on Curriculum of a Rural Elementary School. ED 360 082
- Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin. ED 360 154
- Professional Accountability in a Learning-Centered Elementary School. ED 359 594
- Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms. ED 359 732
- Teacher Questioning Behavior and Student Learning: What Research Says to Teachers. ED 359 572
- Teaching Excellence in the Liberal Arts. ED 359 867
- Instructional Innovation**  
On Becoming a Sojourning Community. ED 359 914
- Instructional Leadership**  
Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School. ED 359 624
- Instructional Leadership, School Instructional Climate, and Student Learning Outcomes. Project Report. ED 359 668
- Instructional Materials**  
[Appraisal of Audiovisual Materials.] ED 359 934
- Gifted Education Resource Directory. ED 359 715
- Occasional Papers in Open and Distance Learning, Number 13. ED 359 928
- Resources for Teaching about Japan. ED 360 245
- Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7. ED 360 305
- Strategy Notebook: A Compilation of Open-Ended Instructional Strategies and Materials for Beginning ESL and Literacy Learners. ED 359 744
- Instructional Student Costs**  
Fee Survey 1992-93. Indicators of Fee Levels Charged to Part-Time Adult Students by Local Education Authorities. ED 359 389
- Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991. ED 360 016
- Special Education: Expenditures and Obligations. Policy Study No. 161. ED 359 735
- Instructional Systems**  
Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP). ED 359 377
- Instrumental Enrichment**  
Retraining the European Workforce: How Technologies Can Help. Training Discussion Paper No. 95. ED 359 320
- Integrated Activities**  
The Astonishing Curriculum: Integrating Science and Humanities through Language. ED 359 538
- Carolina English Teacher 1992/1993. ED 359 543
- Conserving Soil. Revised. ED 360 150
- Teaching At-Risk Students: A Quality Program in a Small Rural High School. ED 360 131
- Technology and the Organization of Schooling. Technical Report No. 28. ED 359 933
- Integrated Character Education**  
Integrated Character Education. Fastback 351. ED 360 233
- Integrated Curriculum**  
Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education. ED 359 365
- TVA-A World of Resources. ED 360 152
- What Works: When Teachers Integrate Vocational & Academic Education. ED 359 318
- Workplace Health and Safety across the Vocational/Technical Curriculum. ED 359 403
- Integrated Services**  
The Health/Education Connection: Initiating Dialogue on Integrated Services to Children at Risk and Their Families. Symposium (Alexandria, Virginia, March 5-6, 1990). ED 360 273
- Healthy Schools. A Directory of Federal Programs and Activities Related to Health Promotion through the Schools. ED 360 303
- School Health Primary Care Programs in Community and Migrant Health Centers and Health Care for the Homeless Projects. Directory. ED 360 302
- Step by Step to Comprehensive School Health: The Program Planning Guide. ED 360 304
- Integrity**  
Assessing Graduate Education Students' Propensity toward Academic Misconduct. ED 360 370
- Intellectual Disciplines**  
Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education. ED 359 365
- Intelligence**  
Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity. ED 360 084
- Intelligence Differences**  
Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis. ED 360 330
- Intelligence Quotient**  
Relations among Manual RT, Visual RT and IQ. ED 360 041
- Tobacco Smoke in the Home and Child Intelligence. ED 360 091
- Intelligent Tutoring Systems**  
Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989. ED 360 351
- Interaction**  
The Application of Problem Based Learning to Distance Education. ED 359 398
- Interaction Process Analysis**  
Control Strategies in Conferencing: A Sociolinguistic Analysis of Micropolitical Strategies in Supervision. ED 360 286
- Interactive Video**  
An Application of Digitized Speech in Hypermedia. ED 359 935
- Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc.
- ED 359 936
- Digital Audio Sampling for Film and Video. ED 359 937
- Interactive ESL In-Service Teacher Training via Distance Education. ED 359 844
- Issues in the Collaborative Evaluation of the Effectiveness of an Interactive Video Teaching Trial. ED 359 927
- Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study. ED 359 920
- A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial. ED 359 931
- Intercollegiate Cooperation**  
Articulation Agreements: A Report. ED 360 004
- California State Universities' Business Education Policies: Their Cost to Community College Students and the State. ED 360 006
- Intercultural Communication**  
Assessing the Impact of Peace Building Processes. ED 360 254
- Strategies for Monolingual Teachers in Multilingual Classrooms. ED 359 797
- The Trap of Generalization: A Case of Encountering a New Culture. ED 359 773
- Intercultural Programs**  
Resources for Teaching about Japan. ED 360 245
- Interdisciplinary Approach**  
The African Diaspora: Teaching the Children. ED 360 228
- The Astonishing Curriculum: Integrating Science and Humanities through Language. ED 359 538
- Concept Mapping for the Development of Medical Curricula. ED 360 322
- Facilitating and Measuring the Team Process within More Inclusive Educational Settings. ED 359 695
- Giving Beginning College Students a Chance for Success. A Report of a 20-Year Experiment with Non-traditional Education in a University Setting. ED 359 903
- A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing. ED 359 520
- A Pilot Program in International Engineering. ED 359 858
- Programs of 1992 Winning Teams. Pioneering Partners. ED 359 930
- Intergenerational Programs**  
For Our Children (FUN): A Family Literacy Project for Adult Basic Education Classes. Occasional Paper. ED 359 506
- Resources in Family Literacy. General Adult Literacy Series. ED 359 395
- Intergroup Relations**  
Ethics of Collaboration: A Quest for Guidelines. ED 360 235
- Interlibrary Loans**  
Interlibrary Loan Trends: Staffing and Organization. SPEC Kit #187. ED 359 969
- Intermode Differences**  
Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing. ED 359 918
- Internal Structure Analysis**  
Internal-Structure Analysis of Analytical Reasoning Worksamples 244 D and E and Development of Form H. Technical Report 1992-1. ED 360 361
- International Assessment of Educational**



**Progress**

Context for Learning: Science, Mathematics, Geography - IAEF: Alberta Report.  
ED 360 363

**International Cooperation**

International Exchanges in a Changing World. Hearing before the Subcommittee on International Operations of the Committee on Foreign Affairs. House of Representatives, One Hundred Second Congress, Second Session.  
ED 360 246

What Do We Mean by "Local Literacies?"  
ED 359 842

**International Education**

British Perspectives on Peace Education and Its Difficulties: [Conversations With Helen Collinson, Mildred Masheder, Chris Sewell, Patricia White, and The Project "Preparedness for Peace." Educational and Psychological Interactions No. 100.  
ED 360 237

Perspectives from the South in Development Education. Development Education Annual 1990/1991.  
ED 360 203

A Pilot Program in International Engineering.  
ED 359 858

Strategies for Dissemination of Principles and Concepts of Education for Peace.  
ED 360 200

Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission. Educational Information Debate 99.  
ED 360 236

**International Educational Exchange**

Design for Cross-Cultural Learning.  
ED 360 417//

International Exchanges in a Changing World. Hearing before the Subcommittee on International Operations of the Committee on Foreign Affairs. House of Representatives, One Hundred Second Congress, Second Session.  
ED 360 246

Resources for Teaching about Japan.  
ED 360 245

School Exchanges Present and Future. Proceedings of the Symposium (Barcelona, Spain, March 13-17, 1991) = Bilan et Perspectives des Echanges Scolaires. Actes du colloque (Barcelone, Spain, 13-17 mar 1991).  
ED 360 208

Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission. Educational Information Debate 99.  
ED 360 236

**International Organizations**

School Exchanges Present and Future. Proceedings of the Symposium (Barcelona, Spain, March 13-17, 1991) = Bilan et Perspectives des Echanges Scolaires. Actes du colloque (Barcelone, Spain, 13-17 mar 1991).  
ED 360 208

Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission. Educational Information Debate 99.  
ED 360 236

**International Programs**

A Regional Information System Strategy for the Caribbean for the Year 2000.  
ED 359 962

**International Relations**

Assessing the Impact of Peace Building Processes.  
ED 360 254

Biennial Report of the United States Institute of Peace, 1991. Submitted to the Congress and the President of the United States.  
ED 360 197

Changes in the Former Soviet Union: Debating U.S. Aid. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.  
ED 360 218

International Exchanges in a Changing World. Hearing before the Subcommittee on International Operations of the Committee on Foreign Affairs. House of Representatives, One Hundred Second Congress, Second Session.  
ED 360 246

Strategies for Dissemination of Principles and Concepts of Education for Peace.  
ED 360 200

**International Studies**

Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study.  
ED 359 776

International Curriculums.  
ED 360 262

The Internationalization of Bloom's Learning for Mastery: A 25-Year Retrospective-Prospective View.  
ED 360 333

**International Trade**

U.S. Trade Policy: Competing in a Global Economy. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.  
ED 360 217

**International Trade Vocabulary**

U.S. Trade Policy: Competing in a Global Economy. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.  
ED 360 217

**Internationalism**

The Internationalization of Bloom's Learning for Mastery: A 25-Year Retrospective-Prospective View.  
ED 360 333

**Internship Programs**

Internship, Residency, and Fellowship Programs in ARL Libraries. SPEC Kit 188.  
ED 359 970

A Pilot Program in International Engineering.  
ED 359 858

**Interpersonal Communication**

Can InterChange Write/Right Itself?  
ED 359 529

Direct Requests Can Also Be Polite.  
ED 359 799

Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities.  
ED 359 704

Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go.  
ED 359 703

National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape.  
ED 359 692

On Becoming a Sojourning Community.  
ED 359 914

"Sticking Points": Effects of Instruction on NNS Refusal Strategies.  
ED 359 774

Willingness To Collaborate as a New Communication Trait: Scale Development and a Predictive Model of Related Communication Traits.  
ED 359 582

**Interpersonal Competence**

Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind.  
ED 360 069

An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach.  
ED 360 337

Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity.  
ED 360 084

"Sticking Points": Effects of Instruction on NNS Refusal Strategies.  
ED 359 774

Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program."  
ED 360 323

Their World.  
ED 359 681

**Interpersonal Relationship**

Commitment in Relationships: A Look at Constraint and Dedication.  
ED 359 470

The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development.  
ED 360 042

Two-Way Bilingual Education: A Progress Report on the Amigos Program. Research Report: 7.  
ED 359 787

**Interprofessional Relationship**

The Composition Teacher as Drudge: The Pitfalls and Perils of Linking across the Disciplines.  
ED 359 553

**Intersubjectivity**

Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind.  
ED 360 069

**Intervention**

Assuring Best Practices in Communication for Children and Youth with Severe Disabilities.  
ED 359 693

Children's Mental Health and Their Ability To Learn. Occasional Paper #8.  
ED 359 720

Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments.  
ED 359 698

A Compilation of Federal Education Laws: Volume V, As Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, First Session.  
ED 359 740

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

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ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.  
ED 359 697

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676

- nese Elementary School Children. ED 360 075  
Vocational Education in Japan and Texas. Policy Research Project Report 100. ED 359 366
- Japanese**  
Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii? ED 359 793  
Resources for Teaching about Japan. ED 360 245
- Japanese Culture**  
Resources for Teaching about Japan. ED 360 245
- Japanese People**  
The Trap of Generalization: A Case of Encountering a New Culture. ED 359 773
- Jefferson Community College KY**  
Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College. ED 359 999
- Jefferson County School District CO**  
Educational Benefits in Year-Round High Schools. ED 359 660  
Why a Year Round School District Moved from a Multi-Track to a Single Track Operation. ED 359 659
- Job Analysis**  
Are Skill Requirements Rising? Evidence from Production and Clerical Jobs. EQW Working Papers. ED 359 337  
Conceptual and Methodological Issues in Assessing Work Skills: A Multi-Disciplinary Analysis. ED 359 335
- Job Development**  
A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation. Final Report. ED 359 719
- Job Placement**  
A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation. Final Report. ED 359 719  
Midwest College Placement Association: Centralized Placement Committee Survey. ED 359 466
- Job Satisfaction**  
The Career Development of Pretenture Faculty: An Institutional Study. ED 359 875  
Community College Faculty Dissatisfaction: A Comparative Analysis. ED 360 025  
Education and Job Satisfaction: Are Baccalaureate Nurses More Satisfied with Their Jobs? ED 359 896  
Job Satisfaction in Human Services: A Rehabilitation Agency. ED 359 465  
The Neophyte Early Childhood Teacher. ED 360 067
- Job Search Methods**  
Getting Hired: Strategies for Job Searching That Work! A Resource Guide for Early Childhood and Elementary Education Majors. ED 360 274
- Job Skills**  
Are Skill Requirements Rising? Evidence from Production and Clerical Jobs. EQW Working Papers. ED 359 337  
Conceptual and Methodological Issues in Assessing Work Skills: A Multi-Disciplinary Analysis. ED 359 335  
DACUM and Tech Prep: Dynamic Duo. ED 359 339  
Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results. ED 360 354  
Laser Electro-Optic Technology. Florida Vocational Program Guide. ED 359 343

- Life Management Skills. Florida Vocational Program Guide. ED 359 344  
Marketing and Distribution. Florida Vocational Program Guide. ED 359 345  
Natural Resources and Forest Ecology. Florida Vocational Program Guide. ED 359 346  
Paramedic. Florida Vocational Program Guide. ED 359 347  
Patient Care Assistant. Florida Vocational Program Guide. ED 359 348  
Personnel Training for Parents, Preschoolers, and Professionals: Working with Young Children from Migrant Families. Burning Issues Series. ED 360 139  
Receptionist and Communication Systems Operation. Florida Vocational Program Guide. ED 359 349  
Respiratory Therapy and Respiratory Technician. Florida Vocational Program Guide. ED 359 350  
Teaching Literacy to Second Language Learners. ED 359 807  
Vocational English as a Second Language and Office Skills. Curriculum Guide. ED 359 816  
Work Experience. Florida Vocational Program Guide. ED 359 351  
Workplace Skills Enhancement Project, Seattle-King County Private Industry Council (PIC). Final Report. ED 359 834
- Job Stress**  
Unemployment and Child Abuse in a Rural Community: A Diverse Relationship. ED 360 143
- Job Training**  
Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993). ED 359 367  
Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised. ED 359 393  
Family Education and Training: From Research to Practice. Implementation Plan. Report No. 14. ED 360 044  
Five Training Models. Training Occasional Paper No. 9. ED 359 319  
Job Training for the Homeless: Report on Demonstration's First Year. Research and Evaluation Report Series 91-F. ED 359 359  
Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990. ED 360 350  
Multiple Employment Programs. National Employment Training Strategy Needed. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate. ED 359 427  
National Technical Assistance Organizations. Workforce & Workplace Literacy Series. Revised. ED 359 331  
Retraining the European Workforce: How Technologies Can Help. Training Discussion Paper No. 95. ED 359 320  
Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed Learning in the Workplace. ED 359 354
- Job Training for the Homeless Demonstration Prog**  
Job Training for the Homeless: Report on Demonstration's First Year. Research and Evaluation Report Series 91-F. ED 359 359
- Joe Camel**  
The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research. ED 359 570

- Johnson County Community College KS**  
Career Program Completers: Class of 1991-92. ED 360 014  
JCCC Transfer Students: Their Destinations and Achievements. 1992-1993. ED 360 035
- Journal Writing**  
Carolina English Teacher 1992/1993. ED 359 543
- Judaism**  
Religious Books for Children: An Annotated Bibliography. Third Revised Edition. ED 360 231
- Junior High School Students**  
The Accelerated Middle School: Moving from Concept toward Reality. ED 360 458  
Analysis of Major Outcome Indicators for Middle Grade Students in the New Orleans Public Schools. ED 360 390  
Becoming an Accelerated Middle School: Initiating School Culture Change. ED 360 459  
Context for Learning: Science, Mathematics, Geography - IAEP: Alberta Report. ED 360 363  
Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities. ED 360 353  
Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement. ED 360 317  
An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach. ED 360 337  
National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief. ED 360 352  
Self-Reports and Observed Behavior Seeking and Giving Help to Peers. ED 360 355
- Justice**  
African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest. ED 360 455
- Juvenile Gangs**  
School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft. ED 360 435
- Juvenile Justice**  
Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised. ED 360 109  
Preparing for Prison: Life in San Francisco's Inner-City Neighborhoods. Draft. ED 360 439  
Troubled Lifestyles: High-Risk Youth in Florida. Draft. ED 360 436
- Kentucky**  
A Report on the KAIR Survey of Information Sharing Needs. ED 359 998
- Kentucky Education Reform Act 1990**  
Notes From the Field: Education Reform in Rural Kentucky, 1991-1992. ED 360 120
- Kindergarten Children**  
Public School Kindergartners: Isolates, Low Self-Concept, and Family Status. ED 360 062  
Social Competence and Humor in Preschool and School-Aged Children. ED 360 072
- Knowledge Level**  
The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development. ED 360 328  
Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results. ED 360 354

## Subject Index

- tors Update: Assessment Survey Results. ED 360 354  
Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical Paper for Period February 1986-February 1987. ED 360 345  
Science Process Vocabulary: Our Failure To Communicate. ED 360 185
- Korean Americans**  
(Parenting Curriculum for Language Minority Parents. Korean Language.) ED 360 403
- Kuring gai College of Advanced Educ (Australia)**  
An Evaluation of Experiential Teaching/Learning Methods-In a Professional Legal Training Course. ED 359 907
- Labor Force Development**  
Are Skill Requirements Rising? Evidence from Production and Clerical Jobs. EQW Working Papers. ED 359 337  
Becoming Master Learners in the Workplace. Workforce Development through Learning Initiative Teams. ED 359 340  
Challenge: To Develop Incentives for Investment in Educational Attainment in Order To Produce a More Productive, More Competitive Workforce. EQW Issues Number 5. ED 359 353  
Higher Level Open Distance Learning in Europe: The Accelerating Pace of Change. ED 359 324  
The Learning Imperative. National Education and Training Targets and Adult Learners. A NIACE Policy Discussion Paper. ED 359 391  
Retraining the European Workforce: How Technologies Can Help. Training Discussion Paper No. 95. ED 359 320  
Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. ED 359 412  
TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series. ED 359 430//  
Workforce & Workplace Literacy. Selected References. Revised. ED 359 330
- Laboratories**  
The Human Interface Technology Laboratory. ED 359 951
- Laboratory Experiments**  
Beginning Plant Biotechnology Laboratories Using Fast Plants. ED 360 148
- Lactation**  
Feeding Babies: From Breast Milk to the Family Dish. ED 360 049
- Landscaping**  
Floriculture. Florida Vocational Program Guide. ED 359 421
- Language**  
Remarks on the Needed Reform of German Studies in the United States. ED 359 898//
- Language Acquisition**  
Communication Intervention for Persons with Severe and Profound Disabilities: An Overview. ED 359 700  
Language Development from Two to Three. ED 359 794//  
Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act-Chapter 1. Final Evaluation Report. ED 360 431
- Language Aptitude**  
Deaf Children's Sex-Role Stereotypes as a Function of Language Ability. ED 359 576

## Language Arts

- Collaborative Strategies That Integrate the Language Arts for Cross-Age Learning. ED 359 531  
An Exchange of Gifts: A Storyteller's Handbook. ED 359 560//  
Ideas Plus: A Collection of Practical Teaching Ideas. Book Eleven. ED 359 541  
Ideas Plus: A Collection of Practical Teaching Ideas. Book Ten. ED 359 551  
Language Arts Grades 6-12. Program Evaluation 1992-93. Focus on Program Evaluation 93-144. ED 359 519  
Language Arts Topics and Educational Issues: Information Sheets. ED 359 486  
Literacy through the Book Arts. ED 359 484//  
Reading Grades K-12; Language Arts Grades K-5. Program Evaluation 1992-93. Focus on Program Evaluation 93-128. ED 359 487  
Reducing the Risk: Integrated Language Arts in Restructured Elementary Schools. Report Series 1.9. ED 359 516  
Restructuring the Curriculum for Active Involvement-Teachers and Students as Learners. ED 359 507  
Strengthening Language Experiences for Children through Fingerplays. ED 360 094  
Towards a Reevaluation of Reader Response and School Literature. Report Series 1.8. ED 359 515

## Language Attitudes

- Language Planning and Language Policy in Australia. ED 359 801//

## Language Handicaps

- Cultural and Linguistic Diversity in Education. Task Force Report. ED 359 738  
Effective Communication Programming for Language Minority Students with Severe Disabilities. ED 359 699

## Language Maintenance

- Planning Language-in-Education in Arkansas: A Case Study. ED 359 775

## Language Minorities

- Cov Hauv Kev Kawm Ntawv Rau Cov Niamtxiv Haiv Neeg Tsawg. Yog Npaj Los Rau Haiv Neeg Hmoob (Parenting Curriculum for Language Minority Parents. Hmong Language.) ED 360 401  
Curso de Paternidad para Padres de Lengua Minoritaria: Guia en Espanol (Parenting Curriculum for Language Minority Parents: Guide in Spanish). ED 360 405  
Data Collection Report on Language Minority Children. ED 359 795  
Effective Communication Programming for Language Minority Students with Severe Disabilities. ED 359 699  
Giao-Trinh Huan-Luyen Phu-Huynk Goc Ngoc-Ngu Thieu-So: Ban Viet-Ngu (Parenting Curriculum for Language Minority Parents: Vietnamese Guide). ED 360 400  
(Parenting Curriculum for Language Minority Parents: Bilingual Guide English-Khmer). ED 360 406  
(Parenting Curriculum for Language Minority Parents: Chinese Language). ED 360 404  
(Parenting Curriculum for Language Minority Parents. Korean Language.) ED 360 403  
(Parenting Curriculum for Language Minority Parents. Lao Language.) ED 360 402  
Thorough and Fair: Creating Routes to Success for Mexican-American Students. ED 360 116

## Language of Instruction

## Language Skills

241

- Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii? ED 359 793

## Language Patterns

- Chinese Students and Questioning Skills in American Graduate Level Classrooms. ED 359 803  
A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo. ED 359 745  
Lexis in Discourse. ED 359 751  
On the Sociolinguistic Significance of Obscure Dialect Structures: The NP[i] "call" NP[i] Ving Construction in African American Vernacular English. ED 359 790  
Pragmatics and Morphosyntactic Acquisition: A Case Study. ED 359 798  
"Sticking Points": Effects of Instruction on NNS Refusal Strategies. ED 359 774  
University of New Mexico Working Papers in Linguistics, Volume 1. ED 359 783

## Language Planning

- Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study. ED 359 776  
Language Planning and Language Policy in Australia. ED 359 801//  
Planning Language-in-Education in Arkansas: A Case Study. ED 359 775

## Language Proficiency

- English-as-a-Second-Language Model Standards for Adult Education Programs. ED 359 830  
Listening to Authentic Czech. Authentic Listening Proficiency-Based Methods. ED 359 782  
Testing the Limits of Proficiency: The ACTFL OPI and FL Departments. ED 359 788

## Language Research

- Notes on Linguistics, 1990. ED 359 784  
The Sociolinguistic Model in Speech and Language Pathology. ED 359 789  
University of New Mexico Working Papers in Linguistics, Volume 1. ED 359 783

## Language Role

- Bakhtin as a Theory of Reading. Technical Report No. 579. ED 359 502  
Bilingualism and National Development. ED 359 800//  
A Case Study of Two Foreign Students: Focus on Language Problems. ED 359 574  
Dialect Differences in the Schools: Educational, Social, and Economic Implications. Workshop (Cleveland, Ohio, June 26-28, 1986). ED 359 778  
Language Development from Two to Three. ED 359 794//  
Language Planning and Language Policy in Australia. ED 359 801//  
Literacy, Nationalism, and Assessment. LC Report 89-1. ED 359 808  
The Phrase of the Phallic Feminine: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy. ED 359 534  
Planning Language-in-Education in Arkansas: A Case Study. ED 359 775  
Working Papers in Educational Linguistics, Volume 9, Number 1, Spring 1993. ED 359 771

## Language Skills

- A Case Study of Two Foreign Students: Focus on Language Problems.



- Strengthening Language Experiences for Children through Fingerplays. ED 359 574
- Success Concepts. ED 360 094
- Success Concepts. ED 359 747
- Language Tests**
- Achievement Testing Program Provincial Report. June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année. ED 360 393
- Testing the Limits of Proficiency: The ACTFL OPI and FL Departments. ED 359 788
- Language Usage**
- Ideas Plus: A Collection of Practical Teaching Ideas. Book Eleven. ED 359 541
- Ideas Plus: A Collection of Practical Teaching Ideas. Book Ten. ED 359 551
- Success Concepts. ED 359 747
- What Do We Mean by "Local Literacies?" ED 359 842
- Language Variation**
- Dialect Differences in the Schools: Educational, Social, and Economic Implications. Workshop (Cleveland, Ohio, June 26-28, 1986). ED 359 778
- On the Sociolinguistic Significance of Obscure Dialect Structures: The NP[i] "call" NP[i] Ving" Construction in African American Vernacular English. ED 359 790
- The Sociolinguistic Model in Speech and Language Pathology. ED 359 789
- University of New Mexico Working Papers in Linguistics, Volume 1. ED 359 783
- Languages for Special Purposes**
- Identity Relations and Superthemes in Swedish LSP Texts. ED 359 755
- Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data. ED 359 754
- Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels. ED 359 753
- Laotians**
- (Parenting Curriculum for Language Minority Parents. Lao Language.) ED 360 402
- Lasers**
- Laser Electro-Optic Technology. Florida Vocational Program Guide. ED 359 343
- Latin American Culture**
- Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts. ED 360 145
- Latin Americans**
- School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft. ED 360 435
- Latinos**
- Empowering Hispanic Families: A Critical Issue for the '90s. ED 360 461//
- State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda. ED 360 465
- Laubach Literacy Action**
- The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report. ED 359 370
- Law Enforcement**
- Criminal Justice Technology. Florida Vocational Program Guide. ED 359 418
- Law Schools**
- Capstone-Cornerstone Program for Reform of Legal Education at the University of Utah College of Law. ED 359 863
- Leadership**
- Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings. (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991). ED 360 108
- Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School. ED 359 624
- Concerns and Development of Cohort Administrators: Foci and Stages. ED 359 596
- Instructional Leadership, School Instructional Climate, and Student Learning Outcomes. Project Report. ED 359 668
- Leadership Styles. ED 359 630
- Leading the Way: The Role of Superintendents in System Level Restructuring That Promotes School-Based Management. Documentation of a Superintendents' Leadership Colloquium, April 5, 1990. ED 359 620
- The Superintendents' Leadership Role in School-Based Improvement: Documentation of Colloquia of the 1990-1991 School Based Improvement Project. ED 359 616
- The Superintendents' Leadership Role in School-Based Improvement, Year II: Documentation of Colloquia of the 1991-1992 School Based Improvement Project. ED 359 617
- Leadership Qualities**
- Leadership Styles. ED 359 630
- Leadership Responsibility**
- Leadership Styles. ED 359 630
- Vision and the Black Community College President. Revised. ED 360 227
- Leadership Styles**
- From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools. ED 359 647
- Leadership Styles. ED 359 630
- Transformational Leadership: Profile of a High School Principal. ED 359 652
- Leadership Training**
- Concerns and Development of Cohort Administrators: Foci and Stages. ED 359 596
- Connected Knowing: Evaluating a Women and Leadership Seminar. ED 359 873
- DPI Gender Equity Leadership Project - Phase II. Final Report. ED 359 357
- Health Care Reform: How Will It Affect Nursing?—Nursing Education. ED 359 402
- Preparing Tomorrow's School Leaders: Alternative Designs. ED 359 628
- League of Professional Schools GA**
- Issues and Dilemmas of Action Research in the League of Professional Schools. ED 360 327
- Learner Centered Instruction**
- Building a Learning-Centered Curriculum for Learner-Centered Schools. Interim Report of the New York State Curriculum and Assessments Council to the Commissioner and the Regents. ED 360 419
- Learner Controlled Instruction**
- Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin. ED 360 154
- Teaching Literacy to Second Language Learners. ED 359 807
- Learning**
- I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays. ED 360 407//
- Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research. ED 360 372
- Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series. ED 360 055
- Learning Activities**
- The CAD Survival Kit. Teacher Edition. ED 359 424
- Computer Enrichment Handbook [and] Supplement A. ED 359 386
- Conserving Soil. Revised. ED 360 150
- Creative Teaching Ideas. ED 359 387
- Energy, Economics, and the Environment: Case Studies and Teaching Activities for Middle School. ED 360 149
- Exploring Career Decisions. Career Development CD 6158. Middle Grades Exploratory Vocational and Technical Education. ED 359 428
- F.Y.I. For Your Imagination: Focused Imaging. Instructional Strategies Series No. 12. ED 360 310
- Ideas at Work. Techniques for Effective Communication: Giving Feedback and Asking for Clarification. The Work Styles Series Minibook A. ED 359 850
- Ideas Plus: A Collection of Practical Teaching Ideas. Book Eleven. ED 359 541
- Ideas Plus: A Collection of Practical Teaching Ideas. Book Ten. ED 359 551
- Infotext: Reading and Learning. ED 359 504//
- Introduction to Robotics. Teacher Edition. ED 359 425
- Lake Life. ED 360 222
- Organizational Communication Feud. ED 359 588
- Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide. ED 359 415
- Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7. ED 360 305
- Strengthening Language Experiences for Children through Fingerplays. ED 360 094
- TVA—A World of Resources. ED 360 152
- Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8. ED 360 306
- Learning Communities**
- On Becoming a Sojourning Community. ED 359 914
- Learning Disabilities**
- Developing and Implementing a Curriculum and Instructional Program To Improve Reading Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District. ED 359 492
- Project ABLE: Academic Bridges to Learning Effectiveness. ED 359 705
- Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms. ED 359 732
- Teachers' Attitudes toward Their Integrated Learning Handicapped Students: Relationship to Teacher Perceptions of Students' Behavior. ED 359 718
- Their World. ED 359 681
- Understanding Learning Disabilities: A Parent Guide and Workbook. Second Edition. ED 359 681

## Subject Index

- ED 359 680  
Yes You Can! A Booklet To Help Young People  
with Learning Disabilities Understand and Help  
Themselves. Revised Edition.

### Learning Earning and Parenting Program OH

LEAP: Interim Findings on a Welfare Initiative  
To Improve School Attendance among Teenage  
Parents. Ohio's Learning, Earning, and Parenting  
Program.

- ED 359 459  
**Learning for Mastery (Bloom)**  
The Internationalization of Bloom's Learning for  
Mastery: A 25-Year Retrospective-Prospective  
View.

- ED 360 333  
**Learning Initiative Teams**  
Becoming Master Learners in the Workplace.  
Workforce Development through Learning Initia-  
tive Teams.

- ED 359 340  
**Learning Modalities**  
Impact of Learning Styles on Instructional Design  
for Distance Education.

- ED 359 926  
**Learning Motivation**  
Guideposts to Self-Directed Learning. Expert  
Commentary on Essential Concepts.

- ED 359 436//  
Workplace Factors Which Enhance Self-Directed  
Learning. A Report of a Project on Self-Directed  
Learning in the Workplace.

- ED 359 354  
**Learning Problems**  
Fantastic Antone Succeeds! Experiences in Edu-  
cating Children with Fetal Alcohol Syndrome.

- ED 360 146//  
**Learning Processes**  
"Diving" into Communities of Practice: Examining  
Learning as Legitimate Peripheral Participa-  
tion in an Everyday Setting.

- ED 360 387  
Learning in Virtual Reality.

- ED 359 950  
**Learning Readiness**  
Learning Readiness: Promising Strategies.

- ED 360 100  
**Learning Resources Centers**  
Creating Elementary and Secondary School Li-  
braries: A Basic Approach.

- ED 359 963  
**Learning Strategies**  
Beyond Bureaucracy: Rethinking How Schools  
Change.

- ED 359 654  
An Evaluation of Experiential Teaching/Learn-  
ing Methods-In a Professional Legal Training  
Course.

- ED 359 907  
F.Y.I. For Your Imagination: Focused Imaging.  
Instructional Strategies Series No. 12.

- ED 360 310  
The Importance of Participant Role in Coopera-  
tive Learning.

- ED 359 772  
Nonformal Environmental Education: Toward a  
Working Definition. The Environmental Outlook.  
ERIC/CSMEE Informational Bulletin.

- ED 360 154  
Picture Peer Partner Learning: Students Learning  
from and with Each Other: Instructional Strat-  
egies Series No. 10.

- ED 360 308  
Self-Regulated Achievement in the Cegep Stu-  
dent: Motivated Strategies for Learning.

- ED 360 269  
Strategies for Learning and Remembering: Study  
Skills across the Curriculum. Analysis and Action  
Series.

- ED 360 055  
Strategies, Solutions, and Snoopy: Teacher-Child  
Dyads Solving Microcomputer Puzzles.

- ED 360 099  
**Learning Theories**  
Isomorphism: Many Paths, One Activity.

- ED 360 123

- A New Paradigm for Community Colleges: A  
Strategic Planning Issue.

- ED 359 997  
**Lecture Method**  
Can We Talk? Effective Lecturing in the Class-  
room: Instructional Strategies Series No. 9.

- ED 360 307  
**Lecturers**  
Problems in Lectureships at the University of Ne-  
vada, Reno.

- ED 359 521  
The Reno Lectureships and the CCCC Statement:  
Are They Wearing White Hats in Nevada?

- ED 359 545  
**Legal Education (Professions)**  
Capstone-Cornerstone Program for Reform of Legal  
Education at the University of Utah College of  
Law.

- ED 359 863  
**Legitimate Peripheral Participation**  
"Diving" into Communities of Practice: Examining  
Learning as Legitimate Peripheral Participa-  
tion in an Everyday Setting.

- ED 360 387  
**Leisure Education**  
Overview of Youth Recreation Programs in the  
United States.

- ED 360 268  
**Leisure Time**  
International Curriculums.

- ED 360 262  
**Lesbianism**  
Tenured, Out and Still Composed.

- ED 359 525  
**Lesson Observation Criteria**  
Microteaching: An Integral Part of a Science  
Methods Class.

- ED 360 161  
**Lesson Plans**  
A Field Guide for Literacy: Life Skills and Liter-  
acy for Adult Beginning Readers and ESL Stu-  
dents. Manual for Teachers and Tutors.

- ED 359 820  
**Lethbridge Catholic Separate School Dis-  
trict 9 AB**  
Signs of Learning in the Affective Domain.

- ED 360 081  
**Lethbridge School District AB**  
A Collaborative Model for School and Program  
Evaluation: Lethbridge School District No. 51.

- ED 360 392  
**Lexicology**  
Lexis in Discourse.

- ED 359 751  
**Liaison Administrators**  
Liaison Services in ARL Libraries. SPEC Kit 189.

- ED 359 971  
**Liberal Arts**  
Teaching Excellence in the Liberal Arts.

- ED 359 867  
**Librarian Teacher Cooperation**  
Cooperative Planning and Information Access  
Skills.

- ED 359 974  
**Librarians**  
Bibliographic Instruction Committee Report.

- ED 359 972  
Books for Children: Writing, Publishing, and Mar-  
keting.

- ED 359 959  
The Genteel Rabble-Rouser, or a Handbook of  
Local Self-Help for the School Media Specialist.

- ED 359 968  
Liaison Services in ARL Libraries. SPEC Kit 189.

- ED 359 971  
Library Ethics: An Aspirational and Culturally  
Sensitive Alternative to Its Commandments.

- ED 359 952  
Research and Academic Librarians: A Global  
View. Proceedings of a Special Session on Inter-  
national Librarianship Held during the National  
Conference of the Association of College and Re-  
search Libraries (6th, Salt Lake City, Utah, April  
12-14, 1992).

## Library of Congress Subject Headings

243

- ED 359 964  
**Libraries**  
[Adult and Continuing Education Collections at  
Syracuse University.]

- ED 359 323  
**Library Administration**  
Preservation Needs Assessment: A Management  
Tool. Final Report of the 1992-1993 Central New  
York Preservation Needs Assessment Project.

- ED 359 966  
**Library Circulation**  
Simplifying Manual Circulation Techniques for  
Volunteers in Rural Public Library Settings for  
Greater Efficiency [and] Enhancing Volunteer Li-  
brary Appeal: A Rural Arizona Public Library Ex-  
perience.

- ED 359 979  
University Library Borrowing: Two Studies Illus-  
trating a Methodology.

- ED 359 980  
**Library Collection Development**  
[Adult and Continuing Education Collections at  
Syracuse University.]

- ED 359 323  
Kent Library Collection Policy and Departmental  
Library Selection Profiles.

- ED 359 961  
**Library Collections**  
Helping Students Find Sensitive Material: A  
Guide to the Literature on Homosexuality for Li-  
brarians and Faculty.

- ED 359 990  
Kent Library Collection Policy and Departmental  
Library Selection Profiles.

- ED 359 961  
**Library Cooperation**  
Interlibrary Loan Trends: Staffing and Organiza-  
tion. SPEC Kit #187.

- ED 359 969  
Liaison Services in ARL Libraries. SPEC Kit 189.

- ED 359 971  
Preservation Needs Assessment: A Management  
Tool. Final Report of the 1992-1993 Central New  
York Preservation Needs Assessment Project.

- ED 359 966  
**Library Development**  
Creating Elementary and Secondary School Li-  
braries: A Basic Approach.

- ED 359 963  
**Library Education**  
Internship, Residency, and Fellowship Programs  
in ARL Libraries. SPEC Kit 188.

- ED 359 970  
UNESCO School Libraries in Oceania Project.

- ED 359 958  
**Library Expenditures**  
Libraries and Library Services. Field Hearing be-  
fore the Committee on House Administration and  
Joint Committee on the Library. House of Repre-  
sentatives, One Hundred Second Congress, Sec-  
ond Session (Lumberton, North Carolina, Sep-  
tember 21, 1992).

- ED 359 978  
**Library Funding**  
Libraries and Library Services. Field Hearing be-  
fore the Committee on House Administration and  
Joint Committee on the Library. House of Repre-  
sentatives, One Hundred Second Congress, Sec-  
ond Session (Lumberton, North Carolina, Sep-  
tember 21, 1992).

- ED 359 978  
**Library Instruction**  
Bibliographic Instruction Committee Report.

- ED 359 972  
Introduction to the Stony Brook Library: A  
Workbook for LBR 150. Third Edition.

- ED 359 948  
Library Skills Workbook. Featuring: BISON-Buf-  
falo Information System ONline. 14th Edition.

- ED 359 983  
**Library Material Selection**  
Kent Library Collection Policy and Departmental  
Library Selection Profiles.

- ED 359 961  
**Library of Congress Subject Headings**  
Comparative Study between the "Lista de En-  
cabezamientos de Materia" by Gloria Escamilla

and the "Library of Congress Subject Heading" List.

ED 359 985

**Library Personnel**

ARL Annual Salary Survey, 1992.

ED 359 955

Interlibrary Loan Trends: Staffing and Organization. SPEC Kit #187.

ED 359 969

**Library Role**

Helping Students Find Sensitive Material: A Guide to the Literature on Homosexuality for Librarians and Faculty.

ED 359 990

Information Technology: A Model for Brandon University.

ED 359 982

**Library Science**

Library Ethics: An Aspirational and Culturally Sensitive Alternative to Its Commandments.

ED 359 952

**Library Services**

"Go Wild! Read!" 1993 Summer Library Program Manual. Bulletin No. 93273.

ED 359 977

Medical Information Availability and Usage in South Texas. Final Report.

ED 359 956

UNESCO School Libraries in Oceania Project.

ED 359 958

**Library Skills**

Introduction to the Stony Brook Library: A Workbook for LBR 150. Third Edition.

ED 359 948

Library Skills for Psychological Research: A Workbook for Psychology 121. 3rd Edition.

ED 359 953

Library Skills Workbook. Featuring: BISON-Buffalo Information System ONline. 14th Edition.

ED 359 983

**Library Standards**

Standards for Church and Synagogue Libraries: Guidelines for Measuring Effectiveness and Progress. CSLA Guide No. 6. Second Edition.

ED 359 988

**Library Statistics**

ARL Annual Salary Survey, 1992.

ED 359 955

Directory and Statistics of Oregon Libraries, 1992.

ED 359 976

**Library Technical Processes**

Simplifying Manual Circulation Techniques for Volunteers in Rural Public Library Settings for Greater Efficiency [and] Enhancing Volunteer Library Appeal: A Rural Arizona Public Library Experience.

ED 359 979

**Licensing Examinations (Professions)**

The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary?

ED 360 335

**Life Cycles**

Beginning Plant Biotechnology Laboratories Using Fast Plants.

ED 360 148

**Lifelong Learning**

Charting the Course of Lifelong Learning for Blacks.

ED 359 317

Guideposts to Self-Directed Learning. Expert Commentary on Essential Concepts.

ED 359 436//

The Learning Imperative. National Education and Training Targets and Adult Learners. A NIACE Policy Discussion Paper.

ED 359 391

Michigan Lifelong Learning Link. Facets [and] Perspectives.

ED 359 372

Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge Series on Theory and Practice of Adult Education in North America.

ED 359 423//

**Likert Scales**

Developing an Administrative Assessment Instrument.

ED 360 369

The School Work Culture Profile: A Factorial Analysis and Strategy.

ED 360 336

**Limited English Speaking**

Clayton Family Literacy and School Support Services Project: Project Class. Final Report.

ED 359 831

Cov Hauv Kev Kawm Ntawv Rau Cov Niamtxiv Haiv Neeg Tsawg. Yog Npaj Los Rau Haiv Neeg Hmoob (Parenting Curriculum for Language Minority Parents. Hmong Language).

ED 360 401

Curso de Paternidad para Padres de Lengua Minoritaria: Guia en Espanol (Parenting Curriculum for Language Minority Parents: Guide in Spanish).

ED 360 405

Data Collection Report on Language Minority Children.

ED 359 795

Effective Communication Programming for Language Minority Students with Severe Disabilities.

ED 359 699

Giao-Trinh Huan-Luyen Phu-Huynk Goc Ngoc-Ngu Thieu-So: Ban Viet-Ngu (Parenting Curriculum for Language Minority Parents: Vietnamese Guide).

ED 360 400

How To Integrate Language and Content Instruction: A Training Manual. Second Edition.

ED 359 780

Immigrant Voices: Pursuing an American Dream = Voces de inmigrantes: En busca de un sueño americano.

ED 359 812

(Parenting Curriculum for Language Minority Parents: Bilingual Guide English-Khmer).

ED 360 406

(Parenting Curriculum for Language Minority Parents: Chinese Language).

ED 360 404

(Parenting Curriculum for Language Minority Parents: Korean Language.)

ED 360 403

(Parenting Curriculum for Language Minority Parents: Lao Language.)

ED 360 402

Planning Language-in-Education in Arkansas: A Case Study.

ED 359 775

Strategies for Monolingual Teachers in Multilingual Classrooms.

ED 359 797

Teacher Research in a Linguistically-Diverse Classroom.

ED 359 779

Teaching Literacy to Second Language Learners.

ED 359 807

Thorough and Fair: Creating Routes to Success for Mexican-American Students.

ED 360 116

Two-Way Bilingual Education: A Progress Report on the Amigos Program. Research Report: 7.

ED 359 787

Vocational English as a Second Language and Office Skills. Curriculum Guide.

ED 359 816

Workplace Skills Enhancement Project, Seattle-King County Private Industry Council (PIC). Final Report.

ED 359 834

**Lincoln (Abraham)**

President Lincoln and His Vice-Presidents. Lincoln Era Essay Contest Eleventh Annual Winners-1992.

ED 360 206

**Linguistic Theory**

Appropriating Literacy. Writing and Reading in English as a Second Language.

ED 359 846//

A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo.

ED 359 745

News Discourse: The Paratextual Structure of News Texts.

ED 359 758

Notes on Linguistics, 1990.

ED 359 784

The Notion of Coercion in Courtroom Questioning.

ED 359 752

Polyphonic Structure.

ED 359 759

Pragmatics and Morphosyntactic Acquisition: A Case Study.

ED 359 798

University of New Mexico Working Papers in Linguistics, Volume 1.

ED 359 783

**Lista de Encabezamientos de Materia**

Comparative Study between the "Lista de Encabezamientos de Materia" by Gloria Escamilla and the "Library of Congress Subject Heading" List.

ED 359 985

**Listening Skills**

Listening to Authentic Czech. Authentic Listening Proficiency-Based Methods.

ED 359 782

Story, Voice, and Culture: The Politics of Narrative in Multicultural Education.

ED 359 777

**Literacy**

Appropriating Literacy. Writing and Reading in English as a Second Language.

ED 359 846//

Creating Elementary and Secondary School Libraries: A Basic Approach.

ED 359 963

Descriptive Study of the Family English Literacy Program. Final Report.

ED 359 815

A Field Guide for Literacy: Life Skills and Literacy for Adult Beginning Readers and ESL Students. Manual for Teachers and Tutors.

ED 359 820

Literacy, Nationalism, and Assessment. LC Report 89-1.

ED 359 808

Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds. Concept Paper No. 9.

ED 359 548

What Do We Mean by "Local Literacies?"

ED 359 842

**Literacy as a Social Process**

Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds. Concept Paper No. 9.

ED 359 548

**Literacy Education**

[Adult and Continuing Education Collections at Syracuse University.]

ED 359 323

Adult ESL Literacy Education in the United States: Developing a Learner-Centered Approach.

ED 359 819

Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat.

ED 359 329

Appropriating Literacy. Writing and Reading in English as a Second Language.

ED 359 846//

Basic Skills in Small Businesses. Workforce & Workplace Literacy Series. Revised.

ED 359 334

Basic Skills in the Hotel & Food Service Industries. Workforce & Workplace Literacy Series. Revised.

ED 359 332

Basic Skills & the Health Care Industry. Workforce & Workplace Literacy Series. Revised.

ED 359 333

Becoming Master Learners in the Workplace. Workforce Development through Learning Initiative Teams.

ED 359 340

Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993).

ED 359 367

Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report.

ED 359 373

Chicago Quality Programs Project Report #1.

RIE DEC 1993



- ED 359 851  
Clayton Family Literacy and School Support Services Project: Project Class. Final Report.
- ED 359 831  
Computers & Literacy: Curricula & Guides. General Adult Literacy Series. Revised.
- ED 359 393  
Descriptive Study of the Family English Literacy Program. Final Report.
- ED 359 815  
Education for All: Purpose and Context. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph I. Roundtable Themes I.
- ED 359 362//  
A Field Guide for Literacy: Life Skills and Literacy for Adult Beginning Readers and ESL Students. Manual for Teachers and Tutors.
- ED 359 820  
Flexible Delivery of Adult Literacy and Basic Education Programs.
- ED 359 327  
Gavin Families. A Report.
- ED 359 814  
Global Stories of People Working for Change.
- ED 359 847  
Ideas at Work. Techniques for Effective Communication: Giving Feedback and Asking for Clarification. The Work Styles Series Minibook A.
- ED 359 850  
It Belongs to Me. A Guide to Portfolio Assessment in Adult Education Programs.
- ED 359 352  
L'analphabétisme chez les Franco-Albertains (Iliteracy among French Speaking Residents of Alberta).
- ED 359 813  
Latin American Literacy Partnership Project. Final Formative Evaluation.
- ED 359 823  
Learn to Read.
- ED 359 822  
Literacy for Metis and Non-Status Indian Peoples: A National Strategy.
- ED 359 821  
Literacy in Cross-Cultural Perspective: Implications for Policy and Practice.
- ED 359 841  
Multicultural Resource List.
- ED 359 852  
National Technical Assistance Organizations. Workforce & Workplace Literacy Series. Revised.
- ED 359 331  
National Workplace Literacy Program for Health Care Employees. Final Evaluation Report.
- ED 359 397  
Outside Evaluation Report for the Arlington Federal Workplace Literacy Project.
- ED 359 849  
Prison Literacy Project Handbook. Revised.
- ED 359 414  
Project: LEARN. A Case Study of an Ohio Literacy Program.
- ED 359 986  
"Projects"—The Link between Literacy and the Real World.
- ED 359 806  
Resources in Family Literacy. General Adult Literacy Series.
- ED 359 395  
Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal.
- ED 360 090  
Shared Wisdom: A Collection of Proverbs, Sayings and Quotations.
- ED 359 843  
Speaking of Our World.
- ED 359 824//  
Strategies for Developing Emergent Literacy.
- ED 360 085  
Strategy Notebook: A Compilation of Open-Ended Instructional Strategies and Materials for Beginning ESL and Literacy Learners.
- ED 359 744  
Teaching Literacy to Second Language Learners.
- ED 359 807  
Territory of Guam Adult Education Programs. Performance Report. Fiscal Year 1992.
- ED 359 407  
Volunteer Voice. Volume IX.
- ED 359 848  
Workforce & Workplace Literacy. Selected References. Revised.
- ED 359 330  
The Working Experience Books 1, 2, and 3.
- ED 359 810//  
The Working Experience. Teacher's Manual.
- ED 359 809//  
Working with Numbers.
- ED 359 326  
Workplace Literacy Development Guide for Employers.
- ED 359 835
- Literacy in Science and Social Science Project**  
Powerful Social Studies: Concepts That Count. Elementary Subjects Center Series No. 88.  
ED 360 229
- Literacy Volunteers of America Inc**  
The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report.  
ED 359 370
- Literary Criticism**  
Bakhtin as a Theory of Reading. Technical Report No. 579.  
ED 359 502  
Growing Up American: A Record.  
ED 359 537  
The Parameters of Postmodernism.  
ED 359 524//  
Using Reader-Response Techniques To Teach Multicultural Writings in the Composition Classroom.  
ED 359 512
- Literary Devices**  
Multiple Voices in Young Adult Novels.  
ED 359 533
- Literary Genres**  
Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels.  
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Ideas Plus: A Collection of Practical Teaching Ideas. Book Ten.  
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Interactive Reading on the Secondary Level.  
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Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes.  
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- Local History**  
Folkpatterns 4-H Leader's Guide: A Cultural Heritage Project.  
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- Local Issues**  
What Do We Mean by "Local Literacies?"  
ED 359 842
- Local Literacies**  
What Do We Mean by "Local Literacies?"  
ED 359 842
- Locus of Control**  
Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent Black Males.  
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Sex, Gender and Locus of Control in College Students.  
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Comprehensive Long Range Plan for Instructional Technology.  
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Exclusion of Students with Barriers to Participation in NELS:88—Baseline Excluded Students Two and Four Years Later.  
ED 360 371  
National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief.  
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Project ABLE: Academic Bridges to Learning Effectiveness.  
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The Impact of Membership Diversity on School Council Decision Making.  
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- Low Income Groups**  
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Maine's Approach to Global Education.  
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- Mainstreaming**  
Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual.  
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ESL Students in Freshman English: An Evaluation of the Placement Options.  
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The Inclusion Papers: Strategies To Make Inclusion Work. A Collection of Articles.  
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Integrating Second-System Children: Alterna-

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- Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent Black Males. ED 360 453
- Man Machine Systems**  
The Human Interface Technology Laboratory. ED 359 951
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- Managerial Occupations**  
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Apparel and Accessories. Second Edition. Career Competencies in Marketing Series. ED 359 342
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- Marketing and Distribution. Florida Vocational Program Guide. ED 359 345
- Media & Marketing—A Powerful New Alliance for Higher Education. ED 359 879//
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- Maryland (Princess Anne)**  
Development Opportunities: The Effect of

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The Media Workshop Hybrid in Media Education Reform. ED 359 573
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The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research. ED 359 570
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- Mass Media Use**  
Media & Marketing—A Powerful New Alliance for Higher Education. ED 359 879//
- Working with the News Media. ED 359 629
- Massachusetts**  
Leading the Way: The Role of Superintendents in System Level Restructuring That Promotes School-Based Management. Documentation of a Superintendents' Leadership Colloquium, April 5, 1990. ED 359 620
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- The Superintendents' Leadership Role in School-Based Improvement, Year II: Documentation of Colloquia of the 1991-1992 School Based Improvement Project. ED 359 617
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Advanced Military Studies Programs at the Command and Staff Colleges. Hearings before the Military Education Panel of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 12 and July 23, 1992). ED 359 426
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The Internationalization of Bloom's Learning for Mastery: A 25-Year Retrospective-Pro prospective View. ED 360 333
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User's Manual for the Basic Math Mastery Tests. ED 360 342
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Creating Elementary and Secondary School Libraries: A Basic Approach. ED 359 963
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- SCID: Model for Effective Instructional Development. ED 359 338
- Mathematical Applications**  
Working with Numbers. ED 359 326

- Mathematical Models**  
The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348
- Mathematics Achievement**  
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- NAEP 1992 Mathematics Report Card for the Nation and the States. ED 360 190
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- Mathematics Anxiety**  
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- Self-Regulated Achievement in the College Student: Motivated Strategies for Learning. ED 360 269
- Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs. ED 359 380
- Mathematics Curriculum**  
Effect of Teacher Involvement in Implementation of an Innovation. ED 360 291
- State of the Art: Transforming Ideas for Teaching and Learning Mathematics. ED 360 188
- Mathematics Education**  
Learning To Meet the Science and Technology Challenge. ED 360 163
- Pathways to Excellence: A Federal Strategy for Science, Mathematics, Engineering, and Technology Education. U.S. Science, Mathematics, Engineering, and Technology Education Strategic Plan FY1994-FY1998. ED 360 165
- Sharing Success: Mathematics and Science Education. ED 360 189
- Mathematics Instruction**  
Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7, Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report. ED 359 804
- Collis-Romberg Mathematical Problem Solving Profiles. ED 360 151//
- Leren Oplossen van Wiskundige Problemen in het Voortgezet Onderwijs (Learning To Solve Mathematical Problems in Secondary Education). ED 360 153
- Removing Cultural Barriers to Numeracy. ED 359 840
- Simulation and Meta Processing: Affective Component of Math Procedures. ED 360 258
- Square One TV Content Analysis: Final Report (Including Season Five Show Rundowns). ED 360 187
- State of the Art: Transforming Ideas for Teaching and Learning Mathematics. ED 360 188
- The Well-Tempered Mathematics Assignment. ED 359 561
- Working with Numbers. ED 359 326
- Mathematics Skills**  
Removing Cultural Barriers to Numeracy. ED 359 840
- Mathematics Tests**  
Achievement Testing Program Provincial Report. June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année. ED 360 393
- Collis-Romberg Mathematical Problem Solving Profiles. ED 360 151//

## Subject Index

- Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items.**  
ED 360 368
- NAEP 1992 Mathematics Report Card for the Nation and the States.**  
ED 360 190
- User's Manual for the Basic Math Mastery Tests.**  
ED 360 342
- Matrices**  
The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA.  
ED 360 348
- Maturity (Individuals)**  
Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity.  
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Assessing Peer-Tutoring in the Classroom: A Comparison of Obtrusive and Unobtrusive Measures.  
ED 360 374
- Assessment Research in the Context of Practice.**  
ED 360 385
- Conceptual and Methodological Issues in Assessing Work Skills: A Multi-Disciplinary Analysis.**  
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- Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research.**  
ED 360 372
- The Rise and Fall of Criterion-Referenced Measurement?**  
ED 360 367
- Media Education**  
The Media Workshop Hybrid in Media Education Reform.  
ED 359 573
- Media History**  
Telling a Good Story: Origins of Broadcast Drama Criticism.  
ED 359 565
- Media Research**  
The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research.  
ED 359 570
- Media Specialists**  
Cooperative Planning and Information Access Skills.  
ED 359 974
- The Genteel Rabble-Rouser, or a Handbook of Local Self-Help for the School Media Specialist.**  
ED 359 968
- Medical Education**  
Expanding the Biomedical Model: Interviews with Medical Educators.  
ED 359 895
- UCSF Medical Scholars Program, 1986-1987.**  
ED 359 865
- Medical Libraries**  
Medical Information Availability and Usage in South Texas. Final Report.  
ED 359 956
- Medical Schools**  
Expanding the Biomedical Model: Interviews with Medical Educators.  
ED 359 895
- A Randomized Controlled Trial Evaluating the Impact of the New Pathway Curriculum at Harvard Medical School. Final Report.**  
ED 359 866
- Medical Services**  
Health Care Reform: How Will It Affect Nursing?—Nursing Education.  
ED 359 402
- Medical Students**  
A Randomized Controlled Trial Evaluating the Impact of the New Pathway Curriculum at Harvard Medical School. Final Report.  
ED 359 866
- Medical Vocabulary**  
Development of a Curriculum and Materials for Use in Teaching Occupationally Specific Vocabulary for Health Care Students. Final Report.  
ED 359 371

- Medically Fragile**  
[Respite Care for Children.]  
ED 359 675
- Medicine Circle**  
Bridging American Indian Culture and the New Science Paradigm. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet.  
ED 360 105
- Medieval History**  
Innovation in Late Medieval Educational Thought: Vincent of Beauvais, Ramon Lull, and Pierre Dubois.  
ED 360 242
- Knights of the Round-Table.**  
ED 360 210
- Meetings**  
Maximizing Family Participation in the Team Process.  
ED 359 694
- Memory**  
Mood and Memory Research: The Need for a More Wholistic Approach.  
ED 360 347
- Mental Disorders**  
Children's Mental Health and Their Ability To Learn. Occasional Paper #8.  
ED 359 720
- Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children.**  
ED 360 383
- Mental Health**  
Children's Mental Health and Their Ability To Learn. Occasional Paper #8.  
ED 359 720
- Family Mental Health and Education at the Refugee Women's Alliance: A Working Bibliography of Resources. Part of the Multi-Ethnic Family Intervention Project.**  
ED 359 836
- Mental Health Programs**  
The Schools Partnership Project: A Successful Model towards Improving School Performance.  
ED 360 411
- Mental Retardation**  
A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation. Final Report.  
ED 359 719
- Societal Conceptualization of Mental Retardation: A Contrived Darkness.**  
ED 359 736
- Mentors**  
Accelerated Education Methods for Intellectually Gifted Secondary Students.  
ED 359 708
- African American Women and Mentoring.**  
ED 360 425
- Alternative Teacher Program. Report to the General Assembly 1992-93.**  
ED 360 312
- The Effects of Personal Characteristics on Mentoring Activities.**  
ED 359 448
- Mentoring and the Business Environment: Asset or Liability?**  
ED 359 432//
- Mentoring in Educational Settings: Unresolved Issues and Unanswered Questions. WEEA Digest.**  
ED 359 434
- The Studio in a School Association Professional Development/Mentoring Program, 1991-92. OREA Report.**  
ED 360 244
- Menu Driven Software**  
User's Manual for the Basic Math Mastery Tests.  
ED 360 342
- Merchandise Information**  
Apparel and Accessories. Second Edition. Career Competencies in Marketing Series.  
ED 359 342
- Message Responses**  
Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content.  
ED 359 568

## Microteaching

247

- Metabolism**  
The Digestive System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet.  
ED 360 106
- Metacognition**  
Leren Oplossen van Wiskundige Problemen in het Voortgezet Onderwijs (Learning To Solve Mathematical Problems in Secondary Education).  
ED 360 153
- A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design.**  
ED 359 802
- Self-Regulated Achievement in the Cegep Student: Motivated Strategies for Learning.**  
ED 360 269
- Metaphors**  
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ED 359 546
- Doors and Windows of My Mind: Thresholds of Visual Thinking.**  
ED 360 213
- Methods Courses**  
Simulation and Meta Processing: Affective Component of Math Procedures.  
ED 360 258
- Metis (People)**  
Literacy for Metis and Non-Status Indian Peoples: A National Strategy.  
ED 359 821
- Mexican American Education**  
Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts.  
ED 360 145
- Thorough and Fair: Creating Routes to Success for Mexican-American Students.**  
ED 360 116
- Mexican Americans**  
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ED 360 121//
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ED 360 144
- Mexico**  
Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts.  
ED 360 145
- Miami University OH**  
Assessing Models of Liberal Education: An Empirical Comparison.  
ED 359 864
- Michigan**  
Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529.  
ED 359 458
- Michigan (Kalamazoo County)**  
Socioeconomic Profile of the Client Population. The Effects of Poor Education.  
ED 359 832
- Michigan Lifelong Learning Link**  
Michigan Lifelong Learning Link. Facets [and] Perspectives.  
ED 359 372
- Microcomputers**  
A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses.  
ED 359 945
- Microgravity**  
Microgravity: A Teacher's Guide with Activities. Secondary Level.  
ED 360 178
- Microteaching**  
Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching.  
ED 360 285
- Microteaching: An Integral Part of a Science**



- Methods Class.**  
ED 360 161
- Middle Ages**  
Knights of the Round-Table.  
ED 360 210
- Middle Class**  
A Wake-Up Call for Middle-Class Black America.  
ED 360 423
- Middle School Students**  
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Middle School Pupils Write Haiku.  
ED 359 555  
Middle School Pupils Write Tankas.  
ED 359 556
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The Accelerated Middle School: Moving from Concept toward Reality.  
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Becoming an Accelerated Middle School: Initiating School Culture Change.  
ED 360 459  
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Growth and Learning in Accelerated Schools: Big Wheels and Little Wheels Interacting.  
ED 360 449  
How To Evaluate Your Middle School.  
ED 360 077  
Inputs, Processes, Outcomes: The Context for Achievement among Economically Disadvantaged Students in Appalachia.  
ED 360 122  
Middle Level Demonstration School, 1991-92. OREA Report.  
ED 360 426  
Middle School Pupils Write Tankas.  
ED 359 556  
Nurturing a Teacher Advisory Program.  
ED 360 078  
A Theory-Based Approach to Restructuring Middle Level Schools.  
ED 359 669
- Migrant Children**  
Promising Practices in Early Childhood Education. Volume I.  
ED 360 137  
Research Report on Services to Preschoolers. Summary of Findings of the National Survey of State Migrant Education Programs.  
ED 360 138  
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ED 360 136
- Migrant Education**  
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Quien Soy Yo?/All about Me. Learning through Cultural Diversity and the Arts.  
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4-H Youth Programs - Enhancing the Quality of Life.  
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- Mild Mental Retardation**  
Teachers' Attitudes toward Their Integrated Learning Handicapped Students: Relationship to Teacher Perceptions of Students' Behavior.  
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- Militarism**  
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Planning Grant To Initiate a National Center for Transition to Teaching. Final Report.  
ED 359 868

**Military Training**

- Advanced Military Studies Programs at the Command and Staff Colleges. Hearings before the Military Education Panel of the Committee on Armed Services. House of Representatives, One Hundred Second Congress, Second Session (May 12 and July 23, 1992).  
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ED 360 350

**Minimum Competencies**

- National Middle School Association (NMSA) NCATE-Approved Curriculum Guidelines.  
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**Minnesota**

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ED 359 725

**Minnesota Multiphasic Personality Inventory**

- A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion).  
ED 360 357

**Minority Group Children**

- Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project.  
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United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing.  
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**Minority Group Teachers**

- A Study of Faculty Needs in Texas, 1991-2008. A Report to the Texas Higher Education Coordinating Board by the Faculty Shortages Advisory Committee.  
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**Minority Groups**

- Capitalizing on Culture through Competency-Based Adult Education.  
ED 359 828  
Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.  
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Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.  
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Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10.  
ED 359 549  
Minority Student Achievement Partnerships: What's Working in Arizona. Volume One. A Directory of Public School, Community College, and Public University Partnership Programs Improving Minority Access and Achievement in Arizona.  
ED 360 118  
The Mirror: A Newsletter of Multicultural Children's Literature, 1991-1993.

- ED 360 433  
Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.  
ED 360 103  
Proceedings for the Annual Conference of the NASSGP/NCHELP Research Network (6th, Washington, D.C., June 7-9, 1989).  
ED 359 887  
Securing Our Future: The Importance of Quality Education for Minorities. Policy Research Project Report Number 96.  
ED 360 427  
State Plan To Reduce the Dropout Rate, 1993-95. A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature.  
ED 360 430  
UCSF Medical Scholars Program, 1986-1987.  
ED 359 865  
Urban Education Today.  
ED 360 445  
The View from New York City's Crack-Plagued Neighborhoods.  
ED 360 438
- Misconceptions**  
Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem Solving.  
ED 360 176
- Missouri**  
Statistical Summary of Missouri Higher Education - 1992-93, with State Profile of ACT-tested Students Graduating from High School, Spring 1992.  
ED 359 897
- Missouri Comprehensive Guidance Program Model**  
The Comprehensive Guidance Program.  
ED 359 440
- Mixed Age Groups**  
Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential.  
ED 360 048  
Teacher Perception of Mixed-Age Groupings of Children.  
ED 360 047
- Modeling (Psychology)**  
Review of Literature: Utilizing Film/Videotape through Modeling or Self Examination of Performance To Enhance Performance.  
ED 360 266
- Models**  
Expanding the Biomedical Model: Interviews with Medical Educators.  
ED 359 895
- Modularization**  
Occasional Papers in Open and Distance Learning. Number 13.  
ED 359 928
- Monolingualism**  
Strategies for Monolingual Teachers in Multilingual Classrooms.  
ED 359 797
- Moods**  
Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys.  
ED 360 382  
Mood and Memory Research: The Need for a More Wholistic Approach.  
ED 360 347
- Moon**  
Primary Planets and Elementary Moons: Activities for Primary Students.  
ED 360 164
- Moorhead State College MN**  
Giving Beginning College Students a Chance for Success. A Report of a 20-Year Experiment with Non-traditional Education in a University Setting.  
ED 359 903
- Moral Development**  
Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children.  
ED 359 903

- dren. ED 359 467  
Integrated Character Education. Fastback 351. ED 360 233
- Moral Values**  
Assessing Graduate Education Students' Propensity toward Academic Misconduct. ED 360 370  
Books for Teens: Stressing the Higher Values: A CSLA Bibliography. ED 359 987  
Integrated Character Education. Fastback 351. ED 360 233  
Library Ethics: An Aspirational and Culturally Sensitive Alternative to Its Commandments. ED 359 952
- Morphology (Languages)**  
Pragmatics and Morphosyntactic Acquisition: A Case Study. ED 359 798
- Mothers**  
Family Education and Training: From Research to Practice. Implementation Plan. Report No. 14. ED 360 044  
Feeding Babies: From Breast Milk to the Family Dish. ED 360 049  
Lives on the Edge: Single Mothers and Their Children in the Other America. ED 360 420//
- Motivation**  
Motivational Profiles of Veterans Seeking Substance Abuse Treatment: Profiles Based on Stages of Change. ED 359 453
- Motor Development**  
Review of Literature: Utilizing Film/Videotape through Modeling or Self Examination of Performance To Enhance Performance. ED 360 266
- Motorola Inc**  
Mentoring and the Business Environment: Asset or Liability? ED 359 432//
- Movement Education**  
SKOLE: The Journal of the National Coalition of Alternative Community Schools, 1988-1992. ED 360 126
- Multicampus Colleges**  
A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students. ED 359 996
- Multicultural Education**  
Design for Cross-Cultural Learning. ED 360 417//  
Developing Students (K-5) Understanding through the Paideia System of the Contributions Made by Ancient Cultures to Modern Society. ED 360 201  
Indonesia and the Challenge of Development. Fulbright-Hays Summer Seminars Abroad Program (November, 1991). ED 360 211  
Le Canada: Un pays bilingue et multiculturel. Etudes sociales: 7e année, sujet C. Cahier de l'élève et Unité d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition). ED 360 192  
Middle Level Demonstration School, 1991-92. OREA Report. ED 360 426  
The Mirror: A Newsletter of Multicultural Children's Literature, 1991-1993. ED 360 433  
Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3. ED 360 103  
Planning and Organizing for Multicultural Instruction. Second Edition. ED 360 447//  
Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling. ED 359 593
- Sharing Our Stories & Traditions. Annual Bilingual Multicultural Education Equity Conference [Report] (18th, Anchorage, Alaska, February 5-7, 1992). ED 360 132  
The State of Asian Pacific America: Policy Issues to the Year 2020. A Public Policy Report. ED 360 409//  
Story, Voice, and Culture: The Politics of Narrative in Multicultural Education. ED 359 777  
Using Reader-Response Techniques To Teach Multicultural Writings in the Composition Classroom. ED 359 512  
Vision and the Black Community College President. Revised. ED 360 227  
Working Papers in Educational Linguistics, Volume 9, Number 1, Spring 1993. ED 359 771  
Zora Neale Hurston: A Storyteller's Life. Unsung Americans. ED 360 440//
- Multigraded Classes**  
Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential. ED 360 048  
Teacher Perception of Mixed-Age Groupings of Children. ED 360 047
- Multimedia Technology**  
Video as Character: The Use of Video Technology in Theatrical Productions. ED 359 585
- Multiple Choice Tests**  
Performance Assessment. Policy Bulletin, No. PB-B13. ED 360 388
- Multiple Disabilities**  
Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments. ED 359 698  
National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. ED 359 692  
Special Life Skills for Community Living. ED 359 733
- Multiple Intelligences**  
An Analysis of Gardner's Theory of Multiple Intelligence. ED 360 088
- Multisensory Learning**  
Learning in Virtual Reality. ED 359 950
- Multivariate Analysis**  
The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348
- Municipalities**  
Development Opportunities: The Effect of UMES on the Town of Princess Anne, Maryland. ED 359 894
- Music**  
An African-American Bibliography: The Arts. Selected Sources from the Collections of the New York State Library. Reprint. ED 359 984  
Speech Research Status Report, July-December 1992. ED 359 575
- Music Education**  
Good Teachers Making the Best of It: Case Studies of Elementary Art and Music Teaching. Elementary Subjects Center Series No. 100. ED 360 230  
Orchestra Festival Evaluations: Interjudge Agreement and Relationships between Performance Categories and Final Ratings. ED 360 204  
A Summary of the Findings in Art and Music: Research Traditions and Implications for Teacher Education. Elementary Subjects Center Series No. 88. ED 360 247
- Music Performance**  
Orchestra Festival Evaluations: Interjudge Agreement and Relationships between Performance Categories and Final Ratings. ED 360 204
- Myers (Walter Dean)**  
Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books. ED 359 564
- Myers Briggs Type Indicator**  
A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion). ED 360 357
- National Assessment of Educational Progress**  
Comments on the NAE Evaluation of the NAGB Achievement Levels. ED 360 398  
Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items. ED 360 368  
NAEP 1992 Mathematics Report Card for the Nation and the States. ED 360 190  
Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement." ED 360 397
- National Business Education Association**  
The History of the National Business Education Association. ED 359 385
- National Center for Education Statistics**  
National Center for Education Statistics "Product Planning and Development." Final Report. ED 360 319  
Programs and Plans of the National Center for Education Statistics, 1993 Edition. ED 360 389
- National Defense**  
Strategies for Dissemination of Principles and Concepts of Education for Peace. ED 360 200
- National Education Goals 1990**  
Achievement of Goal Three of the Six National Education Goals. ERIC Digest. ED 360 221  
Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project. ED 360 443  
Goals 2000: Educate America Act Overview and Analysis. ED 359 637  
Learning Readiness: Promising Strategies. ED 360 100  
Learning To Meet the Science and Technology Challenge. ED 360 163  
National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities. ED 359 856  
The National Education Goals Report: Building a Nation of Learners. Volume One: The National Report, 1993. ED 360 394  
The National Education Goals Report: Building a Nation of Learners. Volume Two: State Reports, 1993. ED 360 395  
The National Education Goals Report: Building the Best. Summary Guide, 1993. ED 360 396  
National Education Goals: Where Are We Now? CRS Report for Congress. ED 359 634  
Pathways to Excellence: A Federal Strategy for Science, Mathematics, Engineering, and Technology Education. U.S. Science, Mathematics, Engineering, and Technology Education Strategic Plan FY1994-FY1998. ED 360 165

**National Education Longitudinal Study****1988**

America's High School Sophomores: A Ten Year Comparison, 1980-1990.

ED 360 318

Exclusion of Students with Barriers to Participation in NELS:88-Baseline Excluded Students Two and Four Years Later.

ED 360 371

National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief.

ED 360 352

**National Middle School Association**

National Middle School Association (NMSA) NCATE-Approved Curriculum Guidelines.

ED 360 076

**National Norms**

National Early Childhood Program Accreditation (NECPA) Annual Report, 1992.

ED 360 095//

**National Organizations**

The History of the National Business Education Association.

ED 359 385

The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report.

ED 359 370

National Technical Assistance Organizations. Workforce & Workplace Literacy Series. Revised.

ED 359 331

**National Programs**

Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.

ED 359 889

**National Science Foundation**

Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1990. A Report to the President and Congress. Surveys of Science Resources Series.

ED 360 158

**National Surveys**

Issues in Statewide Reading Assessment.

ED 360 315

NAEP 1992 Mathematics Report Card for the Nation and the States.

ED 360 190

National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief.

ED 360 352

School Enrollment Expected To Surpass Historic All-Time High. Issue Brief.

ED 360 377

Schools and Staffing in the United States: A Statistical Profile, 1990-91.

ED 360 378

Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report.

ED 360 380

Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey. E.D. TABS.

ED 360 379

Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 through 1990-91. E.D. TABS.

ED 359 888

United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing.

ED 360 391

**Nationalism**

Literacy, Nationalism, and Assessment. LC Report 89-1.

ED 359 808

**Native Language Instruction**

Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7. Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report.

ED 359 804

Le Francais a l'elementaire: Guide pedagogique, premier cycle. Francais - langue maternelle (Elementary School French: Teaching Guide, First Cycle. French - Native Language).

ED 359 792

Le Francais a l'elementaire: Guide pedagogique, premier cycle. Francais - langue maternelle (Elementary School French: Teaching Guide, First Cycle. French - Native Language).

ED 359 791

**Natural Language Processing**

Machine Translation Technology: A Potential Key to the Information Age. Report of the FCCSET Committee on Industry and Technology.

ED 359 942

**Natural Resources**

Natural Resources and Forest Ecology. Florida Vocational Program Guide.

ED 359 346

TVA-A World of Resources.

ED 360 152

**Nature of Science (NRC Standards)**

National Science Education Standards: An Enhanced Sampler. A Working Paper of the National Committee on Science Education Standards and Assessment.

ED 360 175

**Navajo (Nation)**

The Transmission and Reproduction of Art Culture in One Navajo Public School System.

ED 360 249

**NCTM Curriculum and Evaluation Standards**

State of the Art: Transforming Ideas for Teaching and Learning Mathematics.

ED 360 188

**Nebraska**

Articulation Agreements: A Report.

ED 360 004

**Needs Assessment**

Developing an Administrative Assessment Instrument.

ED 360 369

Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990.

ED 360 350

A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges.

ED 360 034

STARS: Student Assessment and Response System.

ED 360 010

Transportation for School-Age Child Care: Current Status in Westchester County.

ED 360 086

Workplace Literacy Development Guide for Employers.

ED 359 835

**Negative Affect**

Facial Expressions in Context: Contributions to Infant Emotion Theory.

ED 360 046

**Neighborhoods**

Preparing for Prison: Life in San Francisco's Inner-City Neighborhoods. Draft.

ED 360 439

**Neo Vygotskian Theory**

Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching.

ED 360 285

**Neonates**

Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114.

ED 360 040

**Nepal**

Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal.

ED 360 090

**Nervous System**

The Central Nervous System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet.

ED 360 107

**Netherlands**

Leren Oplossen van Wiskundige Problemen in het Voortgezet Onderwijs (Learning To Solve Mathematical Problems in Secondary Education).

ED 360 153

**Network for Drug Free Colleges**

Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.

ED 359 889

**Networks**

American Indian Higher Education Consortium (AIHEC) Telecommunications Planning Project. Year One, Final Report and Recommendations.

ED 360 135

**Neurological Impairments**

Traumatic Brain Injury: The Role of Schools in Assessment.

ED 359 687

**Neuropsychology**

Traumatic Brain Injury: The Role of Schools in Assessment.

ED 359 687

**New Jersey**

Pupil Transportation Cost Control Opportunities. Public Affairs Focus, Issue Number 26.

ED 359 609

Special Rights for Special Children; A Manual for Parents of Handicapped Children in New Jersey.

ED 359 679

**New Jersey College Basic Skills Placement Test**

Placement Testing and Student Success: The First Intervening Variable.

ED 360 018

**New Jersey Statewide Testing System**

District-Wide Testing Results, Technical Report, 1991-92. OPET Report.

ED 360 341

**New Mexico State University Alamogordo**

Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges.

ED 360 000

**New Orleans Public Schools LA**

Analysis of Major Outcome Indicators for Middle Grade Students in the New Orleans Public Schools.

ED 360 390

Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics.

ED 360 364

**New Principals**

Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP#12.

ED 359 670

**New Teachers**

New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report.

ED 360 313

**New York**

A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State. Non-English Language Editions.

ED 359 690

Preservation Needs Assessment: A Management Tool. Final Report of the 1992-1993 Central New York Preservation Needs Assessment Project.

ED 359 966

**New York (Harlem)**

The View from New York City's Crack-Plagued Neighborhoods.

ED 360 438

**New York (Westchester County)**

Transportation for School-Age Child Care: Current Status in Westchester County.

ED 360 086

**New York City Board of Education**

Educational Reforms for At-Risk Students. New York City Case Study.

ED 360 428

Lessons on Corporate Intervention into School-Based Management.

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## Subject Index

- Methodology for Measuring Parent Involvement Program Implementation across Diverse Program Sites. ED 359 648
- Middle Level Demonstration School, 1991-92. OREA Report. ED 359 632
- New Zealand  
Innovation in Teacher Education. ED 360 426
- Newark School System NJ  
Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991. ED 360 340
- Restructuring Urban Schools in Newark: An Evaluation of the Cluster Schools Program. ED 360 339
- Newark Uniform Testing Program NJ  
District-Wide Testing Results, Technical Report, 1991-92. OPET Report. ED 360 341
- News Media  
RELIEF: Revue de linguistique et d'enseignement du français (Review of Linguistics and French Language Instruction), 1991-1993. ED 359 781
- News Writing  
News Discourse: The Paratextual Structure of News Texts. ED 359 758
- Readability of Central Florida Newspapers. ED 359 508
- Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News. ED 359 757
- Newspapers  
News Discourse: The Paratextual Structure of News Texts. ED 359 758
- Readability of Central Florida Newspapers. ED 359 508
- Nigeria  
Curriculum Reforms in Post-Secondary Science in Nigeria. ED 360 172
- Noncollege Bound Students  
Graduate Activity Survey: Class of 1991 One Year after Graduation. ED 360 365
- High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation. ED 360 366
- Nondiscriminatory Education  
Effective School Responses to Student Diversity: Challenges and Prospects. ED 360 446
- Nonformal Education  
Education for All: An Expanded Vision. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph II. Roundtable Themes II. ED 359 363//
- Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin. ED 360 154
- Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal. ED 360 090
- Nonmajors  
Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Nonscience Major Chemistry Course. ED 360 179
- Nonprofit Organizations  
Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1990. A Report to the President and Congress. Surveys of Science Resources Series. ED 360 158
- Nontenured Faculty  
The Career Development of Pretenure Faculty: An Institutional Study.

## Nontraditional Education

- Alternative Teacher Program. Report to the General Assembly 1992-93. ED 359 875
- Charter Schools: A Viable Reform Initiative. ED 360 312
- Educational Benefits in Year-Round High Schools. ED 359 662
- Giving Beginning College Students a Chance for Success. A Report of a 20-Year Experiment with Non-traditional Education in a University Setting. ED 359 660
- A National Review of Open Enrollment/Choice: Debates and Descriptions. ED 359 903
- SKOLE: The Journal of the National Coalition of Alternative Community Schools, 1988-1992. ED 359 664
- Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. ED 360 126
- Why a Year Round School District Moved from a Multi-Track to a Single Track Operation. ED 359 412

## Nontraditional Occupations

- Barriers to Women Entering the Workforce: Knowledge and Attitude toward Nontraditional Careers. Research Bulletin No. 4. ED 359 383
- Gender Equity in Vocational Education. WEEA Digest. ED 359 433
- Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs. ED 359 380
- Study To Examine Student Knowledge and Attitude toward Nontraditional Careers. ED 359 382

## Nontraditional Students

- Giving Beginning College Students a Chance for Success. A Report of a 20-Year Experiment with Non-traditional Education in a University Setting. ED 359 903
- More than Survival: Access to Higher Education for Low Income Women. ED 360 215//
- Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations. ED 360 261
- Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17. ED 359 360

## Norm Referenced Tests

- Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics. ED 360 364

## Normal Schools

- Teacher Education USA: Western Carolina University Centennial in National Perspective. ED 360 253

## Normalization (Handicapped)

- Societal Conceptualization of Mental Retardation: A Contrived Darkness. ED 359 736

## Norms

- Conflicts and Changes in Textual Norms. ED 359 756

## North American Culture

- Le Canada: Un pays bilingue et multiculturel. Etudes sociales: 7e année, sujet C. Cahier de l'élève et l'unité d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition). ED 360 192

## North Carolina

- North Carolina Rural Initiative Study of Second-

## Occupational Information

251

- ary Schools: Funding Effects on Depth of the Curriculum. ED 360 133
- Social Studies K-12. Teacher Handbook. ED 360 232
- Northeastern Local School District OH  
Special Education Students in the Regular Education Classroom: One Rural School District's Attitudes. ED 359 728
- Notional Functional Syllabi  
Le Français à l'élémentaire: Guide pédagogique, deuxième cycle. Français - langue maternelle (Elementary School French: Teaching Guide, Second Cycle. French - Native Language). ED 359 792
- Le Français à l'élémentaire: Guide pédagogique, premier cycle. Français - langue maternelle (Elementary School French: Teaching Guide, First Cycle. French - Native Language). ED 359 791
- Nova University FL  
Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. ED 359 412
- Novels  
University Library Borrowing: Two Studies Illustrating a Methodology. ED 359 980
- Number Concepts  
Removing Cultural Barriers to Numeracy. ED 359 840
- Numeracy  
Removing Cultural Barriers to Numeracy. ED 359 840
- Speaking of Our World. ED 359 824//
- Working with Numbers. ED 359 326
- Nurses  
Education and Job Satisfaction: Are Baccalaureate Nurses More Satisfied with Their Jobs? ED 359 896
- Nurses Aides  
Nursing Assistant. Florida Vocational Program Guide. ED 359 322
- Patient Care Assistant. Florida Vocational Program Guide. ED 359 348
- Nursing Education  
Health Care Reform: How Will It Affect Nursing?—Nursing Education. ED 359 402
- Nursing Assistant. Florida Vocational Program Guide. ED 359 322
- Object Teaching  
The Revolution of Enlightenment: A Historical Case Study of Significant Educational Change through Teacher Education. ED 360 186
- Objective Tests  
Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions. ED 360 329
- Observation  
Assessing Peer-Tutoring in the Classroom: A Comparison of Obtrusive and Unobtrusive Measures. ED 360 374
- Science Process Vocabulary: Our Failure To Communicate. ED 360 185
- Observational Learning  
Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies. ED 360 311
- Occupational Information  
ARL Annual Salary Survey, 1992. ED 359 955

**Occupational Mobility**

The Influence That Marital Status Has on the Advancement of Professional Women in Non-Traditional Fields.

ED 360 223

**Occupational Safety and Health**

Model Bloodborne Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311.

ED 360 293

Workplace Health and Safety across the Vocational/Technical Curriculum.

ED 359 403

**Occupational Tests**

Comparison of the Armed Services Vocational Aptitude Battery to the General Aptitude Test Battery. Final Technical Paper for Period January 1987-January 1990.

ED 360 343

**Oceania**

UNESCO School Libraries in Oceania Project.

ED 359 958

**Office Occupations Education**

Receptionist and Communication Systems Operation. Florida Vocational Program Guide.

ED 359 349

Vocational English as a Second Language and Office Skills. Curriculum Guide.

ED 359 816

**Ohio**

Chapter 1 in Ohio: Elementary and Secondary Education Act. 27th Annual Evaluation Report, Fiscal 1992.

ED 360 045

Methods of Power Used by the Ohio State Department of Education To Implement State Mandated Programs.

ED 359 622

**Ohio (Cincinnati)**

Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft.

ED 360 437

**Oman**

Pre-School Education in Egypt, Oman and Japan: A Comparative Perspective.

ED 360 224

**On the Job Training**

Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report.

ED 359 373

National Workplace Literacy Program for Health Care Employees. Final Evaluation Report.

ED 359 397

TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series.

ED 359 430//

Work Experience. Florida Vocational Program Guide.

ED 359 351

**One Parent Family**

Lives on the Edge: Single Mothers and Their Children in the Other America.

ED 360 420//

Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs.

ED 359 380

Youth in Single-Parent Families: Risk and Resilience. Background Paper.

ED 360 462

**One Teacher Schools**

Early Schools in Two Townships of Black Hawk County, Iowa, USA.

ED 360 128

**Online Catalogs**

Introduction to the Stony Brook Library: A Workbook for LBR 150. Third Edition.

ED 359 948

**Online Searching**

Library Skills for Psychological Research: A Workbook for Psychology 121. 3rd Edition.

ED 359 953

**Online Systems**

A Collaborative Task Oriented Approach to Teaching Online Documentation.

Library Skills Workbook. Featuring: BISON-Buffalo Information System ONLINE. 14th Edition.

ED 359 563

Medical Information Availability and Usage in South Texas. Final Report.

ED 359 983

University Library Borrowing: Two Studies Illustrating a Methodology.

ED 359 956

Ontario Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised.

ED 359 980

Open Education Occasional Papers in Open and Distance Learning. Number 13.

ED 360 109

Open Ended Questions The Notion of Coercion in Courtroom Questioning.

ED 359 928

Open Enrollment A National Review of Open Enrollment/Choice: Debates and Descriptions.

ED 359 664

Open Universities Higher Level Open Distance Learning in Europe: The Accelerating Pace of Change.

ED 359 324

Operating Expenses Child Care Funding Re-Assessed: Operational Subsidies, Fee Relief and Taxation Issues.

ED 360 064

Dollars and Sense: Catholic High Schools and Their Finances, 1992.

ED 359 615

Optical Data Disks Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study.

ED 359 920

Optics Laser Electro-Optic Technology. Florida Vocational Program Guide.

ED 359 343

Oral Interpretation Teaching Oral Interpretation: A Reading Specialization Perspective.

ED 359 591

Oral Language An Exchange of Gifts: A Storyteller's Handbook.

ED 359 560//

Literacy, Nationalism, and Assessment. LC Report 89-1.

ED 359 808

Macrostructure in Conversation.

ED 359 750

Particles as Fundaments of Discourse Structuring.

ED 359 749

RELIEF: Revue de linguistique et d'enseignement du français (Review of Linguistics and French Language Instruction), 1991-1993.

ED 359 781

Orchestras Orchestra Festival Evaluations: Interjudge Agreement and Relationships between Performance Categories and Final Ratings.

ED 360 204

Oregon Directory and Statistics of Oregon Libraries, 1992.

ED 359 976

Organization Planning and Organizing for Multicultural Instruction. Second Edition.

ED 360 447//

Organizational Change Beyond Bureaucracy: Rethinking How Schools Change.

ED 359 654

The History of the National Business Education Association.

ED 359 385

Methods of Power Used by the Ohio State Department of Education To Implement State Man-

ED 359 622

dated Programs.

ED 359 688

Monological Innovation versus Polylogical Improvement.

ED 359 871

Participatory Management Emphasizing Quality: A Viable Alternative for American Corporations and Schools?

ED 359 665

Technology and the Organization of Schooling. Technical Report No. 28.

ED 359 933

**Subject Index**

Organizational Climate Creating the Total Quality Effective School.

ED 359 611

The Institutional Researcher as Interpreter and Critic.

ED 360 024

Instructional Leadership, School Instructional Climate, and Student Learning Outcomes. Project Report.

ED 359 668

School Correlates with Student Persistence To Stay in School.

ED 359 599

School Effectiveness: A View from the School.

ED 359 613

School Effectiveness: Identifying the Complexities.

ED 359 612

Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP# 12.

ED 359 670

Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed Learning in the Workplace.

ED 359 354

Organizational Communication The Emergence of a New Educational Program at the University of Oslo.

ED 359 878

Monological Innovation versus Polylogical Improvement.

ED 359 871

The Persuade Package Hypothesis: Further Evidence for an Influence Tactics Schema.

ED 359 482

Total Quality Management (Team Building and Cross Training): From Business to Academe and Back Again to Business.

ED 359 567

Organizational Culture Organizational Communication Feud.

ED 359 588

Organizational Development Beyond Bureaucracy: Rethinking How Schools Change.

ED 359 654

The History of the National Business Education Association.

ED 359 385

Participatory Management Emphasizing Quality: A Viable Alternative for American Corporations and Schools?

ED 359 665

The Quality Fit.

ED 359 643

Quality Management Plus: The Continuous Improvement of Education.

ED 359 603

School Health Coalition Building-One State's Plan.

ED 360 263

Organizational Effectiveness Condoning Drug Education Programs at Colleges and Universities.

ED 359 876

The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report.

ED 359 370

The Quality Fit.

ED 359 643

Organizational Objectives [SAIDE Launching Conference, 1992-] Closing Address.

ED 359 944

Organizational Skills Can We Talk? Effective Lecturing in the Class-

ED 359 944

## Subject Index

- room: Instructional Strategies Series No. 9.  
ED 360 307
- Organizational Theories**  
Creating the Total Quality Effective School.  
ED 359 611  
Participatory Management Emphasizing Quality:  
A Viable Alternative for American Corporations  
and Schools?  
ED 359 665  
The Quality Fit.  
ED 359 643
- Organizations (Groups)**  
Gender Equity in Vocational Education. Trends  
and Issues Alerts.  
ED 359 376  
Organizational Communication Feud.  
ED 359 588
- Orthography**  
RELIEF: Revue de linguistique et d'enseigne-  
ment du français (Review of Linguistics and  
French Language Instruction), 1991-1993.  
ED 359 781
- Osmosis**  
Accurate and Inaccurate Conceptions about Os-  
mosis That Accompanied Meaningful Problem  
Solving.  
ED 360 176
- Outcome Based Education**  
Successful Schooling for All: A Primer on Out-  
come-Based Education and Mastery Learning.  
ED 360 356//
- Outcomes of Education**  
Achieving the Vision-1992 Report.  
ED 359 619  
Analysis of Major Outcome Indicators for Middle  
Grade Students in the New Orleans Public  
Schools.  
ED 360 390  
An Analysis of Report Cards on Schools: How  
Community/School Characteristics Impact Stu-  
dent Outcomes.  
ED 360 316  
Austin's Priority Schools: Successful after 5  
Years?  
ED 359 597  
Building a Learning-Centered Curriculum for  
Learner-Centered Schools. Interim Report of the  
New York State Curriculum and Assessments  
Council to the Commissioner and the Regents.  
ED 360 419  
Career Patterns of Women Graduates of Indepen-  
dent Schools: A Comparison of Coeducational  
and All-Girls High Schools.  
ED 359 913  
Career Program Completers: Class of 1991-92.  
ED 360 014  
CFCC: A Report on Indicators of Excellence.  
ED 360 030  
Educational Benefits in Year-Round High  
Schools.  
ED 359 660  
Educational Outcomes and Indicators for Individ-  
uals at the Post-School Level.  
ED 359 691  
Graduate Follow-up and Employer Survey 1989.  
ED 359 405  
Graduation Rate Differences within the VCCS,  
August 1993.  
ED 360 036  
Handbook for Evaluating HIV Education.  
ED 359 633  
The Interaction of Race, Gender, and Socioeco-  
nomic Status in Education Outcomes. Center for  
Research on Women Working Paper Series No.  
246.  
ED 360 243  
JCCC Transfer Students: Their Destinations and  
Achievements. 1992-1993.  
ED 360 035  
A Longitudinal Investigation of the Effects of a  
School Intervention Program on Children's Social  
Development.  
ED 360 043  
National Education Goals: Where Are We Now?  
CRS Report for Congress.  
ED 359 634  
A New Paradigm for Community Colleges: A  
Strategic Planning Issue.  
ED 359 997  
NMSU-Alamogordo Institutional Assessment

R1E DEC 1993

and Strategic Planning (IASP) Process: A Hand-  
book. (Version 1.1).  
ED 360 001

Occupational and Educational Outcomes of Re-  
cent College Graduates 1 Year after Graduation:  
1991. Contractor Report. Statistical Analysis Re-  
port.  
ED 359 909

One Student at a Time: Report of the State Board  
of Education Task Force on High School Educa-  
tion.  
ED 359 651

A Randomized Controlled Trial Evaluating the  
Impact of the New Pathway Curriculum at Har-  
vard Medical School. Final Report.  
ED 359 866

Retraining the European Workforce: How Tech-  
nologies Can Help. Training Discussion Paper  
No. 95.  
ED 359 320

Student, Teacher and School Performance.  
Eighth Annual Report Submitted to the Governor  
and the General Assembly of the State of Tennes-  
see.  
ED 359 602

Successful Schooling for All: A Primer on Out-  
come-Based Education and Mastery Learning.  
ED 360 356//

Three-Year Strategic Plan for New Mexico State  
University-Alamogordo, 1993-1996.  
ED 360 002

## Outcomes of Treatment

What Is the Effect of the Cross/Angelo Model of  
Classroom Assessment on Student Outcome? A  
Study of the Classroom Assessment Project at  
Eight California Community Colleges. Research  
Report.  
ED 359 995

## Outdoor Education

Advancing the Profession. National Conference  
for Outdoor Leaders: Public, Commercial, and  
Nonprofit Partnerships in Outdoor Recreation.  
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Colorado, September 26-28, 1991).  
ED 360 108

A Guide to Women's Studies in the Outdoors:  
Review of Research with Annotated Bibliogra-  
phy.  
ED 360 141

## Outdoor Leadership

Advancing the Profession. National Conference  
for Outdoor Leaders: Public, Commercial, and  
Nonprofit Partnerships in Outdoor Recreation.  
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Colorado, September 26-28, 1991).  
ED 360 108

A Guide to Women's Studies in the Outdoors:  
Review of Research with Annotated Bibliogra-  
phy.  
ED 360 141

## Outreach and Technical Assistance Net- work CA

Outreach and Technical Assistance Network.  
Third Year Evaluation Report. February 1,  
1992-January 31, 1993. An Adult Education 2000  
Project.  
ED 359 374

## Outreach Programs

Helping People Discover Educational Opportuni-  
ties: The Higher Education Information Center.  
ED 359 912

Medical Information Availability and Usage in  
South Texas. Final Report.  
ED 359 956

Outreach and Technical Assistance Network.  
Third Year Evaluation Report. February 1,  
1992-January 31, 1993. An Adult Education 2000  
Project.  
ED 359 374

Program Development for Community AIDS  
Outreach. Clinical Report Series.  
ED 359 462

## Outstanding Teachers

Perceptions of Recent Graduates: Leadership and  
"Standing Out."  
ED 360 271

## Pacific Americans

The State of Asian Pacific America: Policy Issues  
to the Year 2020. A Public Policy Report.  
ED 360 409//

## Parent Education

253

## Pacific Telecommunications Council

World Trends in Corporatization and Privatiza-  
tion. Proceedings of the 1993 Mid-Year Seminar  
of the Pacific Telecommunications Council (Tai-  
pei, Taiwan, June 9-11, 1993).  
ED 359 943

## Paideia

Developing Students (K-5) Understanding  
through the Paideia System of the Contributions  
Made by Ancient Cultures to Modern Society.  
ED 360 201

## Paper Airplanes (Toys)

Of Wings & Things. Aeronautics Information  
Stuff & Things for Students & Teachers.  
ED 360 170

## Paradigm Shifts

Bridging American Indian Culture and the New  
Science Paradigm. Science of Alcohol Curriculum  
for American Indians. Training Unit [and] Partici-  
pant Booklet.  
ED 360 105

## Paraprofessional Personnel

Respiratory Therapy and Respiratory Therapy  
Technician. Florida Vocational Program Guide.  
ED 359 350

## Parent Attitudes

The Child Behavioral Checklist as a Predictor of  
Selected DSM III-R Diagnoses.  
ED 359 475

Continuity between Parents and Family Child  
Care Providers: Does It Matter?  
ED 360 057

Crisis Nursery Services-Responding to Parental  
Concerns. ARCH Factsheet Number 20.  
ED 359 723

Restructuring Urban Schools in Newark: An  
Evaluation of the Cluster Schools Program.  
ED 360 339

A Study of Stereotyping of Infants and Toddlers.  
ED 360 089

## Parent Child Relationship

Alliance Patterns Formed among Early Adoles-  
cents and Their Parents.  
ED 360 092

Continuity between Parents and Family Child  
Care Providers: Does It Matter?  
ED 360 057

Feeding Babies: From Breast Milk to the Family  
Dish.  
ED 360 049

For Our Children (FUN): A Family Literacy  
Project for Adult Basic Education Classes. Occa-  
sional Paper.  
ED 359 506

From Puggy to Larry: Poetry from "Gathering  
Light."  
ED 360 226

A Guide for Parents of the Gifted Child.  
ED 359 712

Influence of Parent-Child Interaction during  
Reading on Preschoolers' Cognitive Abilities.  
ED 360 083

Internal/External Locus of Control and Parental  
Verbal Interaction of At-Risk Adolescent Black  
Males.  
ED 360 453

Parents as Resources When Adult Children Div-  
orce.  
ED 359 472

Paternal Involvement and the Development of  
Gender Expectations in Sons and Daughters.  
ED 359 457

A Study of Stereotyping of Infants and Toddlers.  
ED 360 089

Understanding Learning Disabilities: A Parent  
Guide and Workbook. Second Edition.  
ED 359 680

Variations of Parent and Adolescent Emotional  
Expression: Differences by Pubertal Status, Gen-  
der, and Conversation.  
ED 360 073

## Parent Education

Beginning of Movement for Re-Education of Par-  
ents in Japan in the 1920's.  
ED 360 042

Comprehensive Training of Personnel and Tech-  
nical Assistance in Establishment of Home In-  
tervention Programs for Families of Infants,  
Toddlers, and Preschool-Aged Children with



Hearing Impairments. Project SKI\*HI Outreach. Final Report.

ED 359 688

Cov Hauv Kev Kawm Ntawv Rau Cov Niamtxiv Haiv Neeg Tsawg. Yog Npaj Los Rau Haiv Neeg Hmoob (Parenting Curriculum for Language Minority Parents. Hmong Language).

ED 360 401

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ED 360 406

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ED 360 404

(Parenting Curriculum for Language Minority Parents. Korean Language.)

ED 360 403

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ED 360 402

Promising Practices in Early Childhood Education. Volume I.

ED 360 137

#### Parent Empowerment

Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series.

ED 360 093

#### Parent Materials

Family Talk Time. A Curriculum for Refugee and Immigrant Parents.

ED 359 833

#### Parent Participation

Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991.

ED 360 340

The Issue of Relevant Education: Theories and Reality.

ED 360 125

Managing and Improving the Education of Students At-Risk.

ED 360 434

Maximizing Family Participation in the Team Process.

ED 359 694

Methodology for Measuring Parent Involvement Program Implementation across Diverse Program Sites.

ED 359 632

The National Education Goals Report: Building the Best. Summary Guide, 1993.

ED 360 396

Pages from Life: Families Write Together = Paginas de la Vida: Familias Escriben Juntas.

ED 360 463//

Parental Involvement and Its Relationship to Second Graders' Reading Achievement.

ED 359 488

Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together.

ED 360 413

Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success.

ED 360 113

Understanding Learning Disabilities: A Parent Guide and Workbook. Second Edition.

ED 359 680

Utilizing the Parent Center Concept as a Means To Improve the Relations between Parent and Child/School and Community.

ED 360 038

A Wake-Up Call for Middle-Class Black America.

ED 360 423

Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project.

ED 359 610

#### Parent Rights

Special Rights for Special Children: A Manual for Parents of Handicapped Children in New Jersey.

ED 359 679

#### Parent Role

Attitudes toward Child Suicide.

ED 359 476

Crisis Nursery Services-Responding to Parental Concerns. ARCH Factsheet Number 20.

ED 359 723

A Guide for Parents of the Gifted Child.

ED 359 712

Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities.

ED 360 083

Maximizing Potential: The Parents' Role.

ED 359 674

Parents as Resources When Adult Children Divorce.

ED 359 472

Paternal Involvement and the Development of Gender Expectations in Sons and Daughters.

ED 359 457

#### Parent School Relationship

Family Talk Time. A Curriculum for Refugee and Immigrant Parents.

ED 359 833

Gavin Families. A Report.

ED 359 814

A Guide for Parents of the Gifted Child.

ED 359 712

A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State. Non-English Language Editions.

ED 359 690

A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16.

ED 360 061

Utilizing the Parent Center Concept as a Means To Improve the Relations between Parent and Child/School and Community.

ED 360 038

#### Parent Student Relationship

Parental Involvement and Its Relationship to Second Graders' Reading Achievement.

ED 359 488

Social Support and School Adjustment in Japanese Elementary School Children.

ED 360 075

Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers.

ED 360 144

#### Parent Teacher Cooperation

Maximizing Family Participation in the Team Process.

ED 359 694

Utilizing the Parent Center Concept as a Means To Improve the Relations between Parent and Child/School and Community.

ED 360 038

#### Parenting Skills

Understanding Learning Disabilities: A Parent Guide and Workbook. Second Edition.

ED 359 680

#### Parents

Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series.

ED 360 093

Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach.

ED 359 468

#### Parents Assuring Student Success Program

Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together.

ED 360 413

#### Parochial Schools

Dollars and Sense: Catholic High Schools and Their Finances, 1992.

ED 359 615

#### Parsing

Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension.

ED 359 748

#### Part Time Employment

Work Experience. Florida Vocational Program Guide.

ED 359 351

#### Part Time Students

Age Group and Sex of Students, Fall 1992. Report Number 8-93.

ED 359 901

Fee Survey 1992-93. Indicators of Fee Levels Charged to Part-Time Adult Students by Local Education Authorities.

ED 359 389

#### Participant Satisfaction

Career Program Completers: Class of 1991-92.

ED 360 014

Point of Graduation Survey, 1992-93: Report of Findings.

ED 360 031

Survey of Student Opinions: A Study Initiated by the Student Government Association of Calhoun Community College.

ED 360 033

#### Participative Decision Making

The Career Ladder Program as a Catalyst for Reform.

ED 360 130

The Impact of Membership Diversity on School Council Decision Making.

ED 359 645

Information Utilization in Restructuring Schools: The Role of the Beginning Principal.

ED 359 646

Lessons on Corporate Intervention into School-Based Management.

ED 359 648

Methodology for Measuring Parent Involvement Program Implementation across Diverse Program Sites.

ED 359 632

Participatory Management Emphasizing Quality: A Viable Alternative for American Corporations and Schools?

ED 359 665

Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study.

ED 360 299

A Theory-Based Approach to Restructuring Middle Level Schools.

ED 359 669

#### Partners in Learning

Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10.

ED 360 308

#### Partnerships in Education

The Health/Education Connection: Initiating Dialogue on Integrated Services to Children at Risk and Their Families. Symposium (Alexandria, Virginia, March 5-6, 1990).

ED 360 273

Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts.

ED 359 671

Minority Student Achievement Partnerships: What's Working in Arizona. Volume One. A Directory of Public School, Community College, and Public University Partnership Programs Improving Minority Access and Achievement in Arizona.

ED 360 118

Outside Evaluation Report for the Arlington Federal Workplace Literacy Project.

ED 359 849

The Schools Partnership Project: A Successful Model towards Improving School Performance.

ED 360 411

Scientist and Teacher Partnerships in Elementary Schools.

ED 360 182

## Subject Index

### Patient Education

Basic Skills & the Health Care Industry. Workforce & Workplace Literacy Series. Revised.  
ED 359 333

### Patients

Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children.  
ED 360 383

### Peace

Assessing the Impact of Peace Building Processes.  
ED 360 254

Biennial Report of the United States Institute of Peace, 1991. Submitted to the Congress and the President of the United States.  
ED 360 197

British Perspectives on Peace Education and Its Difficulties: [Conversations With Helen Collinson, Mildred Masheder, Chris Sewell, Patricia White, and The Project "Preparedness for Peace." Educational and Psychological Interactions No. 100.  
ED 360 237

Education for Global Perspectives and Non-Violent Relations: A Selective Bibliography. Educational Document No. 100 = Underservicing for icke-valdsrelationer: Exemplifierande bibliografi. Pedagogisk dokumentation Nr. 100.  
ED 360 196

Education for Peace as Liberation vs. Indoctrination: Do We, in Fact, Need Some "Unbalanced Teaching" To Achieve a "Balanced Learning?" An interview with Hilary Lipkin and Richard Yarwood. Reprints and Miniprints No. 693.  
ED 360 195

Peace Education: Perspectives from Brazil and India. An Interview with Anima Bose (India) and Zimarian Jeanne Walker (Brazil). Reprints and Miniprints No. 683.  
ED 360 194

Strategies for Dissemination of Principles and Concepts of Education for Peace.  
ED 360 200

### Peace Education

British Perspectives on Peace Education and Its Difficulties: [Conversations With Helen Collinson, Mildred Masheder, Chris Sewell, Patricia White, and The Project "Preparedness for Peace." Educational and Psychological Interactions No. 100.  
ED 360 237

Education for Global Perspectives and Non-Violent Relations: A Selective Bibliography. Educational Document No. 100 = Underservicing for icke-valdsrelationer: Exemplifierande bibliografi. Pedagogisk dokumentation Nr. 100.  
ED 360 196

Education for Peace as Liberation vs. Indoctrination: Do We, in Fact, Need Some "Unbalanced Teaching" To Achieve a "Balanced Learning?" An interview with Hilary Lipkin and Richard Yarwood. Reprints and Miniprints No. 693.  
ED 360 195

Peace Education: Perspectives from Brazil and India. An Interview with Anima Bose (India) and Zimarian Jeanne Walker (Brazil). Reprints and Miniprints No. 683.  
ED 360 194

Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission. Educational Information Debate 99.  
ED 360 236

### Peace Studies

Biennial Report of the United States Institute of Peace, 1991. Submitted to the Congress and the President of the United States.  
ED 360 197

### Peer Acceptance

Social Competence and Humor in Preschool and School-Aged Children.  
ED 360 072

### Peer Counseling

Peer Support Programs To Promote Independent Living and Career Development of People with Disabilities. Proceedings of the National Forum (1st, Louisville, Kentucky, November 14, 1991).  
ED 359 711

### Peer Groups

Gender Differences in the Perceptions of Affiliative Networks in Primary School.

ED 360 070  
**Peer Relationship**  
Gender Differences in the Perceptions of Affiliative Networks in Primary School.

ED 360 070  
Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10.

ED 360 308  
Public School Kindergartners: Isolates, Low Self-Concept, and Family Status.

ED 360 062  
Self-Reports and Observed Behavior Seeking and Giving Help to Peers.

ED 360 355  
Social Support and School Adjustment in Japanese Elementary School Children.  
ED 360 075

### Peer Teaching

Assessing Peer-Tutoring in the Classroom: A Comparison of Obtrusive and Unobtrusive Measures.  
ED 360 374

ED 360 161  
Microteaching: An Integral Part of a Science Methods Class.

ED 360 308  
Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10.

ED 359 510  
Rx for Tutor Training.

ED 359 528  
Two Negatives Equal a Positive: Semiotic Mediation in Peer Tutoring.

### Perceived Reality

An Analysis of the Formal Features of "Reality-Based" Television Programs.  
ED 360 063

### Performance

Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future.  
ED 359 606

ED 359 408  
Guam Adult Education Quality Performance Indicators.

ED 360 326  
Integrating Multi-Dimensional Performances and Setting Performance Standards.

ED 359 640  
National Standards: Who Benefits?

ED 360 332  
Predicting Postfeedback Performance from Students' Confidence in Their Responses.

ED 359 605  
Quality Assurance in Education: Plans, Targets and Performance Indicators. Current Issues.

ED 360 397  
Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement."

ED 359 602  
Student, Teacher and School Performance. Eighth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee.

ED 359 607  
Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1991-92.

### Performance Based Evaluation

ED 360 326  
Integrating Multi-Dimensional Performances and Setting Performance Standards.

ED 360 325  
Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom.

ED 360 388  
Performance Assessment. Policy Bulletin, No. PB-B13.

ED 360 334  
Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments.

ED 360 367  
The Rise and Fall of Criterion-Referenced Measurement?

### Performance Factors

Factors Which Effective Teachers Identify as Contributing to Their Success.

## Personnel Policy

255

ED 360 277  
Motivational Components of College Students' Performance and Productivity.

ED 359 877  
Review of Literature: Utilizing Film/Videotape through Modeling or Self Examination of Performance To Enhance Performance.

ED 360 266  
**Perinatal Influences**  
Alcohol, Tobacco, and Other Drugs May Harm the Unborn.

ED 359 678  
**Periodicals**  
Telling a Good Story: Origins of Broadcast Drama Criticism.

ED 359 565  
**Personal Autonomy**  
Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge Series on Theory and Practice of Adult Education in North America.

ED 359 423//  
**Personal Narratives**  
Living Lives, Studying Lives, Writing Lives: An Educational Potpourri or Pot au Feu?

ED 360 297  
Maximizing Potential: The Parents' Role.

ED 359 674  
Past...Present...Future...A Collection of Writings by Adults Learning English as a Second Language.

ED 359 826//  
Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults.

ED 359 540  
Stories and Solutions in Psychotherapy with Adolescents.

ED 359 455  
Story, Voice, and Culture: The Politics of Narrative in Multicultural Education.

ED 359 777  
The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.

ED 359 511  
**Personal Reactions Scale (Revised)**  
The Supervisory Working Alliance Inventory: A Validity Study.

ED 360 358  
**Personal Writing**  
The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.

ED 359 511  
**Personality Measures**  
A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion).

ED 360 357  
**Personality Traits**  
Dispositions: Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4.

ED 360 104  
The Effects of Personal Characteristics on Mentoring Activities.

ED 359 448  
Generative Teaching and Personality Characteristics of Student Teachers.  
ED 360 288

**Personnel Management**  
The Development and Implementation of Inservice Management Training for Entry-Level Classified Personnel: Phase One-Personnel Selection.

ED 359 655  
H.R. 1685, Defense Language Institute Foreign Language Center. Hearing before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, One Hundred Second Congress, Second Session (May 27, 1992).

ED 359 796  
**Personnel Policy**  
Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship.

ED 359 653  
Training at Work: A Critical Analysis of Policy

- and Practice. ED 359 431//
- Personnel Selection**  
Personnel Training for Parents, Preschoolers, and Professionals: Working with Young Children from Migrant Families. Burning Issues Series. ED 360 139
- Persuasive Discourse**  
A Content Analysis and Survey Research Review To Determine the Effectiveness of College Image/Recruitment Videos: A Pilot Study. ED 359 586  
Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content. ED 359 568  
Quotational Choices in Impromptu Speaking: A Study in Student Preferences. ED 359 583  
A Sense of Relief: Backgrounding in Argumentative Student Writing. ED 359 763
- Philippines**  
The Issue of Relevant Education: Theories and Reality. ED 360 125
- Philosophy**  
B. Othanel Smith, Douglas McGregor, and the Philosophical Analysis of the Discourse of Institutional Democracy in Education: An Essay with Bibliographies. ED 360 225
- Philosophy of Science**  
National Science Education Standards: A Sampler. ED 360 174
- Phonics**  
Language Arts Topics and Educational Issues: Information Sheets. ED 359 486  
Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms. ED 359 732
- Phonology**  
Czech Grammar. ED 359 785  
Speech Research Status Report, July-December 1992. ED 359 575
- Physical Disabilities**  
A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation. Final Report. ED 359 719  
Universal Playground Design. ED 359 727
- Physical Education**  
Physical Education in Higher Education: What Should We Name Ourselves? ED 360 264
- Physicians**  
Medical Information Availability and Usage in South Texas. Final Report. ED 359 956
- Physics**  
Enrollments and Degrees. ED 359 902
- Physiology**  
The Central Nervous System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 107  
The Digestive System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 106
- Piagetian Theory**  
Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis. ED 360 330
- Piedmont Virginia Community College**  
The Academic Performance of PVCC Students Transferring to Virginia Public Senior Institutions of Higher Education (1991-92). Research Report Number 4-93 and PVCC Institutional Brief No. 93-6. ED 360 023
- Pilot Projects**  
Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona. ED 360 386  
Programs of 1992 Winning Teams. Pioneering Partners. ED 359 930
- Plain English Movement**  
Literacy: An Ecological View. ED 359 369
- Planning**  
What's Next?: A Guide to Planning Life after High School. ED 359 439
- Plant Growth**  
Beginning Plant Biotechnology Laboratories Using Fast Plants. ED 360 148
- Plants (Botany)**  
Beginning Plant Biotechnology Laboratories Using Fast Plants. ED 360 148
- Playgrounds**  
Universal Playground Design. ED 359 727
- Poetry**  
From Puggy to Larry: Poetry from "Gathering Light." ED 360 226  
Middle School Pupils Write Haiku. ED 359 555  
Middle School Pupils Write Tankas. ED 359 556  
Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults. ED 359 540
- Poets**  
Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults. ED 359 540
- Policy Formation**  
America 2000: The President's Education Strategy. CRS Report for Congress. ED 359 635  
A Decade of Change: Public Education Reform in Texas 1981-1992. Special Project Report. ED 359 618  
Designing Coherent Education Policy: Improving the System. ED 359 626  
Education for All: The Requirements. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph III. Roundtable Themes III. ED 359 364//  
HDTV Debate: Industrial Policy Gone Awry. ED 359 925  
HDTV: In Search of a Policy. ED 359 939  
Literacy for Metis and Non-Status Indian Peoples: A National Strategy. ED 359 821  
A Regional Information System Strategy for the Caribbean for the Year 2000. ED 359 962  
Restructuring Higher Education-By Design. RAND Issue Paper 2. ED 359 893  
State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda. ED 360 465  
Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5. ED 359 325  
Young People in the European Community: Towards an Agenda for Research and Policy. ED 360 212
- Politeness**  
Direct Requests Can Also Be Polite. ED 359 799
- Political Correctness**  
Social Issues in Australian Children's Literature. ED 359 957
- Political Issues**
- Argument, Free Speech, and the Politics of Deliberation in the Composition Classroom. ED 359 530
- Political Literature**  
Politics and the English Instructor: Using Political Literature To Teach Composition. ED 359 509
- Politics**  
Politics and the English Instructor: Using Political Literature To Teach Composition. ED 359 509
- Politics of Education**  
The Emergence of a New Educational Program at the University of Oslo. ED 359 878  
A Green Paper on Board Governance of the Colleges of Applied Arts and Technology in Ontario. ED 359 880  
Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10. ED 359 549
- Popular Culture**  
Telling a Good Story: Origins of Broadcast Drama Criticism. ED 359 565
- Popularity**  
Public School Kindergartners: Isolates, Low Self-Concept, and Family Status. ED 360 062
- Population Trends**  
School Enrollment Expected To Surpass Historic All-Time High. Issue Brief. ED 360 377
- Portfolio Approach**  
It Belongs to Me: A Guide to Portfolio Assessment in Adult Education Programs. ED 359 352
- Portfolios (Background Materials)**  
Performance Assessment. Policy Bulletin, No. PB-B13. ED 360 388
- Positive Impact Program**  
Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent Black Males. ED 360 453
- Positive Reinforcement**  
Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students. ED 359 676
- Post Divorce Parental Conflict Scale**  
The Development of the Post-Divorce Parental Conflict Scale. ED 360 384
- Postmodernism (Literature)**  
The Parameters of Postmodernism. ED 359 524//
- Potential Dropouts**  
Failing Students-Is It Worth the Cost? Issue Paper #3. ED 359 666
- Poverty**  
More than Survival: Access to Higher Education for Low Income Women. ED 360 215//  
State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda. ED 360 465
- Power (Statistics)**  
The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348
- Power Structure**  
Decentralization and School Improvement: Can We Fulfill the Promise? ED 359 627  
Methods of Power Used by the Ohio State Department of Education To Implement State Mandated Programs. ED 359 622
- Practical Nursing**  
Development of a Curriculum and Materials for Use in Teaching Occupationally Specific Vocabulary. ED 359 622



- lary for Health Care Students. Final Report.  
ED 359 371
- Pragmatics**  
Direct Requests Can Also Be Polite.  
ED 359 799  
Notes on Linguistics, 1991.  
ED 359 805  
The Notion of Coercion in Courtroom Questioning.  
ED 359 752  
Pragmatics and Morphosyntactic Acquisition: A Case Study.  
ED 359 798
- Preadolescents**  
Background Factors Predicting Teacher Ratings of Children's School Performance.  
ED 360 053  
Development and Evaluation of a School-Based Stress and Coping Curriculum.  
ED 360 051  
From Puggy to Larry: Poetry from "Gathering Light."  
ED 360 226  
Variations of Parent and Adolescent Emotional Expression: Differences by Pubertal Status, Gender, and Conversation.  
ED 360 073
- Predictive Measurement**  
Computational Approaches for Analyzing Tradeoffs between Training and Aiding. Final Technical Paper for Period February-December 1989.  
ED 360 346  
Predicting Postfeedback Performance from Students' Confidence in Their Responses.  
ED 360 332
- Predictive Validity**  
The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses.  
ED 359 475  
Placement Testing and Student Success: The First Intervening Variable.  
ED 360 018
- Predictor Variables**  
Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations.  
ED 360 261
- Pregnancy**  
Alcohol, Tobacco, and Other Drugs May Harm the Unborn.  
ED 359 678  
LEAP: Interim Findings on a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.  
ED 359 459  
Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114.  
ED 360 040  
Tracking Survivors through the High School Years: The Theory of Survival Analysis.  
ED 359 456
- Pregnant Students**  
Tracking Survivors through the High School Years: The Theory of Survival Analysis.  
ED 359 456
- Prenatal Influences**  
Alcohol, Tobacco, and Other Drugs May Harm the Unborn.  
ED 359 678  
Educating Young Children Prenatally Exposed to Drugs and At Risk. Report and Resource Compendium.  
ED 359 682  
Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114.  
ED 360 040
- Prerequisites**  
Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice.  
ED 360 300
- Preschool Children**  
Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings.  
ED 360 071  
Girls, Boys and People: Gender and the Discourse of the Nursery School.  
ED 360 074  
Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities.  
ED 360 083  
Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind.  
ED 360 069  
Opening Doors: Maine's Early Childhood Demonstration Sites.  
ED 360 056  
Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity.  
ED 360 084  
Strategies for Developing Emergent Literacy.  
ED 360 085  
Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles.  
ED 360 099  
A Study of Stereotyping of Infants and Toddlers.  
ED 360 089  
The Transition from Child Care to School.  
ED 360 068
- Preschool Education**  
First Impressions: Governor Roy Romer's Initiative on Early Childhood. Year-End Report, July 1991 - June 1992.  
ED 360 050  
Pre-School Education in Egypt, Oman and Japan: A Comparative Perspective.  
ED 360 224  
Promising Practices in Early Childhood Education. Volume 1.  
ED 360 137  
Research Report on Services to Preschoolers. Summary of Findings of the National Survey of State Migrant Education Programs.  
ED 360 138  
Special Education in Early Childhood. A Burning Issues Series Report.  
ED 360 136
- Preservation**  
The Education of Staff and Users for the Proper Handling and Care of Archival Materials: A RAMP Study with Guidelines.  
ED 359 946  
Preservation Needs Assessment: A Management Tool. Final Report of the 1992-1993 Central New York Preservation Needs Assessment Project.  
ED 359 966
- Preservice Teacher Education**  
Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education.  
ED 360 280  
The Effect of Teaching Strategies Using Models on Preservice Elementary Teachers' Conceptions about Earth-Sun-Moon Relationships.  
ED 360 171  
Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91.  
ED 360 259  
Improving the Teaching of Science: Staff Development Approaches. Resource Document.  
ED 360 162  
Innovation in Teacher Education.  
ED 360 283  
Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course.  
ED 360 296  
Microteaching: An Integral Part of a Science Methods Class.  
ED 360 161  
Pedagogical Field Experience or None: A Comparison Study Report.  
ED 360 279  
The Preservice Teacher Education Program as Described in Journals.  
ED 360 276  
The Research on Learning To Teach: Prospects and Problems.  
ED 360 275  
Restructuring a Teacher Preparation Program Using the Professional Development School Concept.  
ED 360 260
- Principals**  
A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16.  
ED 360 061  
Teaching Oral Interpretation: A Reading Specialization Perspective.  
ED 359 591  
The "U" in UTEP: Development of the Urban Curriculum and Its Delivery. Second Year Report to the Indiana Department of Education, Teacher Training and Licensing Advisory Committee.  
ED 360 270
- Preservice Teachers**  
Pedagogical Field Experience or None: A Comparison Study Report.  
ED 360 279  
Simulation and Meta Processing: Affective Component of Math Procedures.  
ED 360 258
- Presidents of the United States**  
President Lincoln and His Vice-Presidents. Lincoln Era Essay Contest Eleventh Annual Winners-1992.  
ED 360 206
- Prevention**  
Children's Mental Health and Their Ability To Learn. Occasional Paper #8.  
ED 359 720  
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ED 359 740  
Condoning Drug Education Programs at Colleges and Universities.  
ED 359 876  
Crisis Nursery Services-Responding to Parental Concerns. ARCH Factsheet Number 20.  
ED 359 723  
Handbook for Evaluating HIV Education.  
ED 359 633  
Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.  
ED 359 889  
Program Development for Community AIDS Outreach. Clinical Report Series.  
ED 359 462  
Working with Youth in High-Risk Environments: Experiences in Prevention. OSAP Prevention Monograph-12.  
ED 359 461
- Primary Assessment Program (Australia)**  
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ED 360 320
- Primary Education**  
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ED 360 065  
Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential.  
ED 360 048  
A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16.  
ED 360 061
- Primary Health Care**  
School Health Primary Care Programs in Community and Migrant Health Centers and Health Care for the Homeless Projects. Directory.  
ED 360 302
- Prince Georges Community College MD**  
Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.  
ED 360 016

- Concerns and Development of Cohort Administrators: Foci and Stages. ED 359 596
- From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools. ED 359 647
- Information Utilization in Restructuring Schools: The Role of the Beginning Principal. ED 359 646
- Managing and Improving the Education of Students At-Risk. ED 360 434
- Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP#12. ED 359 670
- Transformational Leadership: Profile of a High School Principal. ED 359 652
- Priority Schools**
- Austin's Priority Schools: Successful after 5 Years? ED 359 597
- Prison Literacy Project PA**
- Prison Literacy Project Handbook. Revised. ED 359 414
- Private Colleges**
- Campus Trends, 1993. Higher Education Panel Report Number 83. ED 359 911
- State Higher Education Profiles. A Comparison of State Higher Education Data for Fiscal Year 1989 and Fiscal Year 1990. Combined Fifth and Sixth Editions. ED 359 908
- Private Education**
- Choice Programs and State Constitutions: The Inclusion of Sectarian Schools. CRS Report for Congress. ED 359 636
- Private Schools**
- Schools and Staffing in the United States: A Statistical Profile, 1990-91. ED 360 378
- Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project. ED 359 610
- Privatization**
- World Trends in Corporatization and Privatization. Proceedings of the 1993 Mid-Year Seminar of the Pacific Telecommunications Council (Taipei, Taiwan, June 9-11, 1993). ED 359 943
- Problem Based Learning**
- The Application of Problem Based Learning to Distance Education. ED 359 398
- Concept Mapping for the Development of Medical Curricula. ED 360 322
- Problem Finding**
- On the Nature of Expertise. ED 359 709
- Problem Posing**
- The Garbage Crisis: Environmental Issues for Adult ESL Learners. ED 359 827//
- Problem Solving**
- Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem Solving. ED 360 176
- The Application of Problem Based Learning to Distance Education. ED 359 398
- Collis-Romberg Mathematical Problem Solving Profiles. ED 360 151//
- Effective Schools Practices That Work. ED 359 649
- Energy, Economics, and the Environment: Case Studies and Teaching Activities for Middle School. ED 360 149
- Gender and Software Effects in Computer-Based Problem Solving. ED 359 924
- Leren Oplossen van Wiskundige Problemen in het Voortgezet Onderwijs (Learning To Solve Mathematical Problems in Secondary Education). ED 360 153
- Maximizing Consumer Participation in the Team Process. ED 359 696
- The Micro Inductive-Reasoning Unit within the Basic Speech Course. ED 359 584
- Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability. ED 360 180
- Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11. ED 360 309
- Square One TV Content Analysis: Final Report (Including Season Five Show Rundowns). ED 360 187
- Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles. ED 360 099
- Process Approach (Writing)**
- Implementation of a Publishing Center To Enhance the Writing Process for Primary Students. ED 359 526
- Product Development**
- The Human Interface Technology Laboratory. ED 359 951
- Production Technicians**
- Are Skill Requirements Rising? Evidence from Production and Clerical Jobs. EQW Working Papers. ED 359 337
- Production Techniques**
- Video as Character: The Use of Video Technology in Theatrical Productions. ED 359 585
- Productivity**
- Challenge: To Develop Incentives for Investment in Educational Attainment in Order To Produce a More Productive, More Competitive Workforce. EQW Issues Number 5. ED 359 353
- The Connection between Employee Basic Skills & Productivity. Workforce & Workplace Literacy Series. ED 359 394
- Professional Associations**
- Beginning of Movement for Re-Education of Parents in Japan in the 1920's. ED 360 042
- The History of the National Business Education Association. ED 359 385
- Professional Autonomy**
- In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative. ED 359 890
- Professional Concerns**
- Proposal for an Advanced Writing Course- Perspectives on Professional Knowledge. ED 359 517
- Professional Continuing Education**
- Improving Hospital Ethics Committees (HEC): Educating across the Health Professions. ED 359 860
- Michigan Lifelong Learning Link. Facets [and] Perspectives. ED 359 372
- Professional Development**
- Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings. (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991). ED 360 108
- African American Women and Mentoring. ED 360 425
- Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education. ED 360 280
- Concerns and Development of Cohort Adminis-

- trators: Foci and Stages. ED 359 596
- Connected Knowing: Evaluating a Women and Leadership Seminar. ED 359 873
- Issues in Establishing Rural Professional Development Schools. ED 360 112
- Mentoring in Educational Settings: Unresolved Issues and Unanswered Questions. WEEA Digest. ED 359 434
- Personnel Training for Parents, Preschoolers, and Professionals: Working with Young Children from Migrant Families. Burning Issues Series. ED 360 139
- Professional Development through a Teacher Book Club. ED 360 289
- REACH Report to the Rockefeller Foundation. Revised. ED 360 214
- A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations. ED 359 601
- The Studio in a School Association Professional Development/Mentoring Program, 1991-92. OREA Report. ED 360 244
- The Superintendents' Leadership Role in School-Based Improvement: Documentation of Colloquia of the 1990-1991 School Based Improvement Project. ED 359 616
- The Superintendents' Leadership Role in School-Based Improvement, Year II: Documentation of Colloquia of the 1991-1992 School Based Improvement Project. ED 359 617
- A Teacher Is a Teacher Is a Teacher Is a...: Teachers' Professional Development from a Biographical Perspective. ED 360 292
- Vocational Education: Guam 1991-1992. Annual Performance Report. ED 359 406
- Professional Development Schools**
- In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative. ED 359 890
- Issues in Establishing Rural Professional Development Schools. ED 360 112
- Restructuring a Teacher Preparation Program Using the Professional Development School Concept. ED 360 260
- Professional Education**
- A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing. ED 359 520
- Proposal for an Advanced Writing Course- Perspectives on Professional Knowledge. ED 359 517
- Professional Ethics**
- Library Ethics: An Aspirational and Culturally Sensitive Alternative to Its Commandments. ED 359 952
- Professional Identity**
- The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada? ED 359 545
- Professional Recognition**
- Problems in Lectureships at the University of Nevada, Reno. ED 359 521
- Professionalization of Teaching**
- How To Conduct Collaborative Action Research. ED 360 257
- Profiles**
- An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes. ED 360 316
- Motivational Profiles of Veterans Seeking Sub-

## Subject Index

- stance Abuse Treatment: Profiles Based on Stages of Change. ED 359 453
- The National Education Goals Report: Building a Nation of Learners. Volume Two: State Reports, 1993. ED 360 395
- National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief. ED 360 352
- The School Work Culture Profile: A Factorial Analysis and Strategy. ED 360 336
- ProfNet**  
Media & Marketing—A Powerful New Alliance for Higher Education. ED 359 879//
- Program Costs**  
Special Education: Expenditures and Obligations. Policy Study No. 161. ED 359 735
- Program Descriptions**  
Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report. ED 360 157
- Freshman Seminar Program: Chapman College. Final Report, 1987-89. ED 359 861
- Programs in the California State University that Support Public School Improvement. ED 359 853
- Sharing Success: Mathematics and Science Education. ED 360 189
- Thinking Across the Curriculum: A Summary of FIPSE Sponsored Project #G-00841209. ED 359 857
- Program Design**  
Becoming Master Learners in the Workplace. Workforce Development through Learning Initiative Teams. ED 359 340
- Opening Doors: Maine's Early Childhood Demonstration Sites. ED 360 056
- Program Development**  
Alternative Teacher Program. Report to the General Assembly 1992-93. ED 360 312
- Capstone-Cornerstone Program for Reform of Legal Education at the University of Utah College of Law. ED 359 863
- Center for Consumer Home Economics Education. Project Number 91-0095 and 91-0095, A-1 and A-2, January 31, 1992-June 30, 1993. A Report on Center Operation and Activities Conducted for California Community College Home Economics and Related Professionals. ED 360 005
- The Comprehensive Guidance Program. ED 359 440
- DACUM and Tech Prep: Dynamic Duo. ED 359 339
- Designing an Orientation Program To Prepare Students for Distance Education Study. ED 359 413
- Distributed Training for the Reserve Component: Course Conversion and Implementation Guidelines for Computer Conferencing. ED 359 916
- Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program. ED 359 829
- Handbook for Implementing a District Gifted Education Plan. ED 359 714
- The Hazard Community College "50 Mile Club." ED 360 026
- Higher Level Open Distance Learning in Europe: The Accelerating Pace of Change. ED 359 324
- National Technical Assistance Organizations. Workforce & Workplace Literacy Series. Revised. ED 359 331
- New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991).

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## Program Implementation

259

- Program Development for Community AIDS Outreach. Clinical Report Series. ED 359 328
- Program Planning about World Affairs. A Complete "How To" Guide: from Program Ideas to Audience Applause. ED 360 207
- Programs and Plans of the National Center for Education Statistics, 1993 Edition. ED 360 389
- Restructuring a Teacher Preparation Program Using the Professional Development School Concept. ED 360 260
- Standards for Business Teacher Education. ED 359 388
- TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series. ED 359 430//
- Workplace Literacy Development Guide for Employers. ED 359 835
- Youth Apprenticeship. Trends and Issues Alerts. ED 359 375
- Program Effectiveness**  
Adults in Transition. A Report of the Fourth Year of the Adult Education for the Homeless Program. ED 359 399
- Allied Medical Education Accreditation Process Study: Final Report. ED 359 992
- Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report. ED 359 373
- Education for Homeless Adults. The 1989-1990 Report. ED 359 400
- Exemplary Programs Serving Special Populations. Volume II. ED 359 416
- Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential. ED 360 048
- Job Training for the Homeless: Report on Demonstration's First Year. Research and Evaluation Report Series 91-F. ED 359 359
- Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies. ED 360 311
- The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report. ED 359 370
- Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students. ED 359 676
- The Missing Link: Workplace Education in Small Business. ED 359 429//
- Observation for the Improvement of Teaching. Publication Series 91-3. ED 360 412
- An Outcome Assessment of Graduates of Eleven Teacher Education Programs. ED 360 272
- Overview of Youth Sports Programs in the United States. ED 360 267
- Professional Development through a Teacher Book Club. ED 360 289
- Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17. ED 359 360
- Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP). ED 359 377
- Territory of Guam Adult Education Programs. Performance Report. Fiscal Year 1992. ED 359 407
- Vocational Education: Guam 1991-1992. Annual Performance Report. ED 359 406
- Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report. ED 360 157
- Basis of Accreditation for Educational Programs in Allied Medical Disciplines. ED 359 991
- Chicago Quality Programs Project Report #1. ED 359 851
- A Collaborative Model for School and Program Evaluation: Lethbridge School District No. 51. ED 360 392
- Consultation on Evaluation of Youth Development Programs. Report on the Meeting (January 15, 1992). ED 360 349
- Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief. ED 359 725
- Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991. ED 360 340
- Handbook for Evaluating HIV Education. ED 359 633
- How To Evaluate Your Middle School. ED 360 077
- Opening Doors: Maine's Early Childhood Demonstration Sites. ED 360 056
- A Randomized Controlled Trial Evaluating the Impact of the New Pathway Curriculum at Harvard Medical School. Final Report. ED 359 866
- Reading Grades K-12; Language Arts Grades K-5. Program Evaluation 1992-93. Focus on Program Evaluation 93-128. ED 359 487
- Regular Class Participation System (RCPS). A Final Report. ED 359 741
- Restructuring Urban Schools in Newark: An Evaluation of the Cluster Schools Program. ED 360 339
- SCID: Model for Effective Instructional Development. ED 359 338
- Strategies for Developing Emergent Literacy. ED 360 085
- The "U" in UTEP: Development of the Urban Curriculum and Its Delivery. Second Year Report to the Indiana Department of Education, Teacher Training and Licensing Advisory Committee. ED 360 270
- Program Implementation**  
Administrative Guidelines: Education of Gifted Students [and] Plan for Education of the Gifted in South Dakota. ED 359 713
- African American Educational Excellence. Planning Symposium Proceedings for the Development of the Center for Applied Cultural Studies and Educational Achievement (Long Beach, California, January 27, 1989). ED 360 424
- Alternative Teacher Program. Report to the General Assembly 1992-93. ED 360 312
- Becoming an Accelerated Middle School: Initiating School Culture Change. ED 360 459
- Business Ownership. Florida Vocational Program Guide. ED 359 417
- Criminal Justice Technology. Florida Vocational Program Guide. ED 359 418
- Dental Assisting. Florida Vocational Program Guide. ED 359 419
- Dental Hygiene. Florida Vocational Program Guide. ED 359 420
- Designing an Orientation Program To Prepare Students for Distance Education Study. ED 359 413
- Direct Student Loans: The Department of Education's Implementation of Direct Lending. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.

## Program Evaluation

- Allied Medical Education Accreditation Process Study: Final Report.



- ED 359 891  
Distributed Training for the Reserve Component: Course Conversion and Implementation Guidelines for Computer Conferencing.
- ED 359 916  
Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991.
- ED 360 340  
Floriculture. Florida Vocational Program Guide.
- ED 359 421  
Handbook for Implementing a District Gifted Education Plan.
- ED 359 714  
Home Health Aide. Florida Vocational Program Guide.
- ED 359 321  
Hospitality Management. Florida Vocational Program Guide.
- ED 359 422  
Implementing Educational Innovation in the Third World: A West African Experience.
- ED 360 147//  
Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course.
- ED 360 296  
Laser Electro-Optic Technology. Florida Vocational Program Guide.
- ED 359 343  
Life Management Skills. Florida Vocational Program Guide.
- ED 359 344  
Marketing and Distribution. Florida Vocational Program Guide.
- ED 359 345  
Mentoring in Educational Settings: Unresolved Issues and Unanswered Questions. WEEA Digest.
- ED 359 434  
Methods of Power Used by the Ohio State Department of Education To Implement State Mandated Programs.
- ED 359 622  
Natural Resources and Forest Ecology. Florida Vocational Program Guide.
- ED 359 346  
Nursing Assistant. Florida Vocational Program Guide.
- ED 359 322  
Nurturing a Teacher Advisory Program.
- ED 360 078  
Paramedic. Florida Vocational Program Guide.
- ED 359 347  
Patient Care Assistant. Florida Vocational Program Guide.
- ED 359 348  
Prison Literacy Project Handbook. Revised.
- ED 359 414  
Quality Management Plus: The Continuous Improvement of Education.
- ED 359 603  
Receptionist and Communication Systems Operation. Florida Vocational Program Guide.
- ED 359 349  
Regular Class Participation System (RCPS). A Final Report.
- ED 359 741  
Replication: A New Look at an Old Idea.
- ED 360 338  
Respiratory Therapy and Respiratory Therapy Technician. Florida Vocational Program Guide.
- ED 359 350  
Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling.
- ED 359 593  
A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations.
- ED 359 601  
Step by Step to Comprehensive School Health: The Program Planning Guide.
- ED 360 304  
The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results.
- ED 359 737  
Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8.
- ED 360 306  
Work Experience. Florida Vocational Program Guide.
- ED 359 351  
Youth Apprenticeship. Trends and Issues Alerts.
- ED 359 375  
Program Improvement
- Achieving World Class Standards: The Challenge for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992).
- ED 360 314  
Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat.
- ED 359 329  
Direct Student Loans: The Department of Education's Implementation of Direct Lending. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.
- ED 359 891  
Guam Adult Education Quality Performance Indicators.
- ED 359 408  
Multiple Employment Programs. National Employment Training Strategy Needed. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate.
- ED 359 427  
Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. Executive Summary.
- ED 360 460  
Student Loan Program Simplification: Final Report. A Report to the Congress of the United States and the Secretary of Education.
- ED 359 883  
Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP).
- ED 359 377  
Program Length Commercials
- From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television.
- ED 359 566  
Program Proposals
- Teaching Excellence in the Liberal Arts.
- ED 359 867  
Programing
- A Manual for Single Switch and Adaptive Software Programming. Computer Applications for Students with Physical, Sensory, Developmental, and Learning Disabilities.
- ED 359 684  
Programing (Broadcast)
- An Analysis of the Formal Features of "Reality-Based" Television Programs.
- ED 360 063  
From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television.
- ED 359 566  
The Media Workshop Hybrid in Media Education Reform.
- ED 359 573  
Progress Reporting
- The National Education Goals Report: Building a Nation of Learners. Volume Two: State Reports, 1993.
- ED 360 395  
Progressive Education
- Progressive Education for the 1990s: Transforming Practice.
- ED 360 418//  
Project BEAM NY
- Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7. Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report.
- ED 359 804  
Project CAP (Haitian Hispanic Students)
- Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report.
- ED 360 444  
Project Follow Through
- Observation for the Improvement of Teaching. Publication Series 91-3.
- ED 360 412  
Project Head Start
- Strategies for Developing Emergent Literacy.
- ED 360 085  
Project LEARN OH
- Project: LEARN. A Case Study of an Ohio Literacy Program.
- ED 359 986  
Project REACH SC
- Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success-Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH, Telecommunications Grant (1 July 1992-1 April 1993).
- ED 359 973  
Pronunciation
- Czech Grammar.
- ED 359 785  
Helping ESOL Students to Improve Their Pronunciation.
- ED 359 837  
Proverbs
- Shared Wisdom: A Collection of Proverbs, Sayings and Quotations.
- ED 359 843  
PSInet
- PSInet: A Teleconferencing Network for Teachers.
- ED 360 110  
Psycholinguistics
- Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension.
- ED 359 748  
Psychological Characteristics
- An Analysis of Gardner's Theory of Multiple Intelligence.
- ED 360 088  
Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children.
- ED 359 467  
Psychological Patterns
- Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education.
- ED 360 280  
Psychology
- Library Skills for Psychological Research: A Workbook for Psychology 121. 3rd Edition.
- ED 359 953  
A Self-Help Support Group for Undergraduate Psychology Majors.
- ED 359 473  
Psychometrics
- Comments on the NAE Evaluation of the NAGB Achievement Levels.
- ED 360 398  
Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom.
- ED 360 325  
Psychomotor Skills
- Review of Literature: Utilizing Film/Videotape through Modeling or Self Examination of Performance To Enhance Performance.
- ED 360 266  
Psychosis
- Overview of Childhood Schizophrenia.
- ED 359 471  
Psychosocial Factors
- Expanding the Biomedical Model: Interviews with Medical Educators.
- ED 359 895  
Psychotherapy
- Stories and Solutions in Psychotherapy with Adolescents.
- ED 359 455  
Public Colleges
- Campus Trends, 1993. Higher Education Panel Report Number 83.
- ED 359 911  
State Higher Education Profiles. A Comparison of

## Subject Index

State Higher Education Data for Fiscal Year 1989 and Fiscal Year 1990. Combined Fifth and Sixth Editions.

ED 359 908

### Public Education

By Design or Default? A Report.

ED 359 892

A Decade of Change: Public Education Reform in Texas 1981-1992. Special Project Report.

ED 359 618

Designing Coherent Education Policy: Improving the System.

ED 359 626

Public Education Waivers To Improve Student Achievement, 1991-92.

ED 359 642

### Public Libraries

Directory and Statistics of Oregon Libraries, 1992.

ED 359 976

Libraries and Library Services. Field Hearing before the Committee on House Administration and Joint Committee on the Library. House of Representatives, One Hundred Second Congress, Second Session (Lumberton, North Carolina, September 21, 1992).

ED 359 978

Simplifying Manual Circulation Techniques for Volunteers in Rural Public Library Settings for Greater Efficiency (and) Enhancing Volunteer Library Appeal: A Rural Arizona Public Library Experience.

ED 359 979

### Public Opinion

American Higher Education: Purposes, Problems, and Public Perceptions.

ED 359 900//

Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education.

ED 359 770

Public Loss of Confidence in the U.S. Government: Implications for Higher Education.

ED 359 872

### Public Policy

Bilingualism and National Development.

ED 359 800//

Black Families at the Crossroads: Challenges and Prospects.

ED 360 421//

Building a System for Early Intervention for Colorado's Infants and Toddlers and Their Families.

ED 359 730

By Design or Default? A Report.

ED 359 892

The Equivocal Prospects for Indian Reservations. Occasional Paper 1993-2.

ED 360 129

HDTV Debate: Industrial Policy Gone Awry.

ED 359 925

HDTV: In Search of a Policy.

ED 359 939

The Health/Education Connection: Initiating Dialogue on Integrated Services to Children at Risk and Their Families. Symposium (Alexandria, Virginia, March 5-6, 1990).

ED 360 273

Language Planning and Language Policy in Australia.

ED 359 801//

Literacy for Metis and Non-Status Indian Peoples: A National Strategy.

ED 359 821

Planning Language-in-Education in Arkansas: A Case Study.

ED 359 775

The State of Asian Pacific America: Policy Issues to the Year 2020. A Public Policy Report.

ED 360 409//

State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda.

ED 360 465

The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results.

ED 359 737

Training at Work: A Critical Analysis of Policy and Practice.

ED 359 431//

Young People in the European Community: Towards an Agenda for Research and Policy.

ED 360 212

### Public Relations

Media & Marketing-A Powerful New Alliance for Higher Education.

ED 359 879//

Working with the News Media.

ED 359 629

### Public Schools

Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

ED 360 359

Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

ED 360 360

Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991.

ED 360 340

Girls in Schools: A Bibliography of Research on Girls in U.S. Public Schools Kindergarten through Grade 12. Third Edition.

ED 360 241

Schools and Staffing in the United States: A Statistical Profile, 1990-91.

ED 360 378

The Status of the Curriculum in the Public Schools: A Report from the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature 1990-1992.

ED 359 639

Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1991-92.

ED 359 607

The Transmission and Reproduction of Art Culture in One Navajo Public School System.

ED 360 249

Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project.

ED 359 610

### Public Service

Community Service & Service Learning in Arizona: 1993 Evaluation Report for Arizona's "Serve-America" Program.

ED 359 661

National Youth Service: A Global Perspective.

ED 360 202

### Public Service Advertising

Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content.

ED 359 568

### Public Service Campaigns

Community Service Partnerships: African-American Owned Radio's Commitment to Education.

ED 360 422

### Public Support

American Higher Education: Purposes, Problems, and Public Perceptions.

ED 359 900//

### Publicity

Media & Marketing-A Powerful New Alliance for Higher Education.

ED 359 879//

### Publish or Perish Issue

Research What You Love-and Get It Published Anyway.

ED 359 580

### Publishing Industry

The Findings and Activities of the Texas Commission on Braille Textbook Production. A Report from the State Board of Education, Submitted to the Governor, Lt. Governor, Speaker, and the Seventy-Third Texas Legislature. Excellence and Equity for All Students.

ED 359 726

### Puzzles

Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles.

ED 360 099

### Qualitative Research

Living Lives, Studying Lives, Writing Lives: An Educational Potpourri or Pot au Feu?

ED 360 297

### Quality of Life

Education, Culture and Productive Life. Proceed-

## Racial Discrimination

261

ings of the Annual International Meeting of the Centre for the Study of Education in Developing Countries (25th, December 9-21, 1988). CESO Paperback No. 13.

ED 360 198

Education for All: Purpose and Context. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph I. Roundtable Themes I.

ED 359 362//

Education for All: The Requirements. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph III. Roundtable Themes III.

ED 359 364//

Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go.

ED 359 703

Societal Conceptualization of Mental Retardation: A Contrived Darkness.

ED 359 736

4-H Youth Programs - Enhancing the Quality of Life.

ED 359 449

### Quality of Working Life

Parity 2000: Achieving Equity for Women in Higher Education. Report of the Council for Women in Higher Education.

ED 359 881

### Questioning Techniques

Chinese Students and Questioning Skills in American Graduate Level Classrooms.

ED 359 803

Nordic Research on Text and Discourse. NORD-TEXT Symposium (Espoo, Finland, May 10-13, 1990).

ED 359 746

The Notion of Coercion in Courtroom Questioning.

ED 359 752

Teacher Questioning Behavior and Student Learning: What Research Says to Teachers.

ED 359 572

### Racial Attitudes

Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings.

ED 360 071

Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961.

ED 360 454

### Racial Bias

Race for a Change in Continuing and Higher Education. The Cutting Edge Series.

ED 359 368//

Sexual Difference and Participatory Pedagogy.

ED 359 527

### Racial Differences

Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project.

ED 360 443

Barriers to Women Entering the Workforce: Sexual Harassment.

ED 359 379

Correlational Study into the Relationship between Grade Point Averages, Michigan Educational Assessment Program (MEAP) Scores and Student Absences for Tenth Grade Arthur Hill and Saginaw High School Students, 1992-1993. Evaluation Report.

ED 360 432

Study To Examine Actions Perceived as Sexual Harassment.

ED 359 378

A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information.

ED 359 438

### Racial Discrimination

Civil Rights Movement and the 1990s: Racism and the African-American Population.

ED 360 408

Discrimination and Prejudice: An Annotated Bibliography. Second Edition.

ED 360 416//

**Racial Factors**

The Interaction of Race, Gender, and Socioeconomic Status in Education Outcomes. Center for Research on Women Working Paper Series No. 246.

ED 360 243

Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10.

ED 359 549

**Racial Identification**

Identity and Inner-City Youth: Beyond Ethnicity and Gender.

ED 360 415//

**Racial Preference**

Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings.

ED 360 071

**Radio**

Community Service Partnerships: African-American Owned Radio's Commitment to Education.

ED 360 422

Telling a Good Story: Origins of Broadcast Drama Criticism.

ED 359 565

**Radio Plays**

Telling a Good Story: Origins of Broadcast Drama Criticism.

ED 359 565

**Rating Scales**

Testing the Limits of Proficiency: The ACTFL OPI and FL Departments.

ED 359 788

**Reach Out to Schools Social Competency**

Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program."

ED 360 323

**Reaction Time**

Relations among Manual RT, Visual RT and IQ.

ED 360 041

**Readability**

Literacy: An Ecological View.

ED 359 369

Readability of Central Florida Newspapers.

ED 359 508

**Reader Response**

Growing Up American: A Record.

ED 359 537

Interactive Reading on the Secondary Level.

ED 359 490

Shared Meaning: Whole Language Reader Response at the Secondary Level.

ED 359 491

Situating Readers: Students Making Meaning of Literature.

ED 359 539

Towards a Reevaluation of Reader Response and School Literature. Report Series 1.8.

ED 359 515

Using Reader-Response Techniques To Teach Multicultural Writings in the Composition Classroom.

ED 359 512

**Reader Text Relationship**

Literacy: An Ecological View.

ED 359 369

Towards a Reevaluation of Reader Response and School Literature. Report Series 1.8.

ED 359 515

**Readers Theater**

Acting Together. Readers Theatre: Excerpts from Children's Literature on Themes from the Constitution.

ED 360 238

**Reading**

Bakhtin as a Theory of Reading. Technical Report No. 579.

ED 359 502

**Reading Achievement**

Developing and Implementing a Curriculum and Instructional Program To Improve Reading

Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District.

ED 359 492

Issues in Statewide Reading Assessment.

ED 360 315

Parental Involvement and Its Relationship to Second Graders' Reading Achievement.

ED 359 488

**Reading Aloud to Others**

Developing and Implementing a Plan To Improve the Reading Achievement of Second Grade Students at Woodbine Elementary School.

ED 359 493

Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities.

ED 360 083

**Reading Attitudes**

The Integrated Language Arts: Curriculum Enactments in Whole Language and Traditional Fourth Grade Classrooms.

ED 359 495

**Reading Behavior**

Influences of Instruction on Amount of Reading: An Empirical Exploration of Social, Cognitive, and Instructional Indicators. Reading Research Report No. 3.

ED 359 503

**Reading Comprehension**

Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension.

ED 359 760

Developing and Implementing a Plan To Improve the Reading Achievement of Second Grade Students at Woodbine Elementary School.

ED 359 493

Improved Reading Comprehension: A Key to University Retention?

ED 359 498

The Improvement of Reading Comprehension Skills in At Risk Second Graders.

ED 359 505

Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension.

ED 359 748

**Reading Habits**

Influences of Instruction on Amount of Reading: An Empirical Exploration of Social, Cognitive, and Instructional Indicators. Reading Research Report No. 3.

ED 359 503

Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers.

ED 360 144

**Reading Improvement**

Developing and Implementing a Plan To Improve the Reading Achievement of Second Grade Students at Woodbine Elementary School.

ED 359 493

The Improvement of Reading Comprehension Skills in At Risk Second Graders.

ED 359 505

Learn to Read.

ED 359 822

**Reading Instruction**

Influences of Instruction on Amount of Reading: An Empirical Exploration of Social, Cognitive, and Instructional Indicators. Reading Research Report No. 3.

ED 359 503

The Integrated Language Arts: Curriculum Enactments in Whole Language and Traditional Fourth Grade Classrooms.

ED 359 495

Learn to Read.

ED 359 822

Literature and Literacy: The 'Real' Book Approach to Children Learning To Read.

ED 359 954

Match or Mismatch: Relationship between First-Grade Teachers' Theoretical Orientation to Reading and Their Reading Instructional Practices.

ED 359 494

Monsters Make Stories.

ED 360 399

Reading Grades K-12: Language Arts Grades K-5. Program Evaluation 1992-93. Focus on Program Evaluation 93-128.

ED 359 487

Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms.

ED 359 732

Restructuring the Curriculum for Active Involvement-Teachers and Students as Learners.

ED 359 507

Teaching At-Risk Students: A Quality Program in a Small Rural High School.

ED 360 131

The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.

ED 359 497//

**Reading Interests**

Influences of Instruction on Amount of Reading: An Empirical Exploration of Social, Cognitive, and Instructional Indicators. Reading Research Report No. 3.

ED 359 503

**Reading Materials**

Books for Teens: Stressing the Higher Values: A CSLA Bibliography.

ED 359 987

Speaking of Our World.

ED 359 824//

**Reading Programs**

"Go Wild! Read!" 1993 Summer Library Program Manual. Bulletin No. 93273.

ED 359 977

Holland House/Boysville Chapter 1 Neglected and Delinquent Program. Product Evaluation Report, 1992-93.

ED 360 442

Literature and Literacy: The 'Real' Book Approach to Children Learning To Read.

ED 359 954

**Reading Skills**

Infotext: Reading and Learning.

ED 359 504//

**Reading Strategies**

Infotext: Reading and Learning.

ED 359 504//

**Reading Tests**

Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items.

ED 360 368

**Reading Theories**

Bakhtin as a Theory of Reading. Technical Report No. 579.

ED 359 502

**Reading Writing Relationship**

Literacy: An Ecological View.

ED 359 369

**Reality Based Television Programs**

An Analysis of the Formal Features of "Reality-Based" Television Programs.

ED 360 063

**Reauthorization Legislation**

Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts.

ED 359 671

**Recent College Graduates Study 1991**

(NCES) New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report.

ED 360 313

**Receptionists**

Receptionist and Communication Systems Operation. Florida Vocational Program Guide.

ED 359 349

**Records Management**

Documenting Community Organizations.

ED 359 965

The Education of Staff and Users for the Proper Handling and Care of Archival Materials: A RAMP Study with Guidelines.

ED 359 946

Preservation Needs Assessment: A Management Tool. Final Report of the 1992-1993 Central New York Preservation Needs Assessment Project.

ED 359 966

**Recreation**

International Curriculums.

RIE DEC 1993



## Subject Index

- Recreational Activities** ED 360 262  
Overview of Youth Recreation Programs in the United States. ED 360 268
- Recreational Reading**  
The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders. ED 360 452
- Recycling**  
The Consumer's Handbook for Reducing Solid Waste. ED 360 160
- Reentry Workers**  
Gender Differences in the Decision To Seek Post-Retirement Employment. ED 359 480
- Reference Materials**  
Introduction to the Stony Brook Library: A Workbook for LBR 150. Third Edition. ED 359 948
- Referential Communication**  
Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing. ED 359 765  
Text and Reference. ED 359 764
- Referents (Linguistics)**  
Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing. ED 359 765  
Text and Reference. ED 359 764
- Referral**  
National Symposium on Information Technology: Proceedings (7th, Myrtle Beach, South Carolina, May 3-6, 1992). Volume 6. ED 359 683
- Reflection Process**  
Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11. ED 360 309
- Reflective Teaching**  
Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11. ED 360 309
- Reform Efforts**  
Achieving World Class Standards: The Challenge for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992). ED 360 314  
Educational Reforms for At-Risk Students. New York City Case Study. ED 360 428  
Effective School Responses to Student Diversity: Challenges and Prospects. ED 360 446  
The National Education Goals Report: Building a Nation of Learners. Volume One: The National Report, 1993. ED 360 394  
Progressive Education for the 1990s: Transforming Practice. ED 360 418//  
Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls. Professional Paper Series, #10. ED 359 921  
Technology and the Organization of Schooling. Technical Report No. 28. ED 359 933  
Technology in the Classroom: Planning for Educational Change. ED 359 922  
Urban Education Today. ED 360 445
- Refugees**  
Family Mental Health and Education at the Refugee Women's Alliance: A Working Bibliography of Resources. Part of the Multi-Ethnic Family Intervention Project. ED 359 836

- Family Story Curriculum Project. Refugee Women's Alliance. ED 359 839  
Family Talk Time. A Curriculum for Refugee and Immigrant Parents. ED 359 833  
Storytelling Project. Southeast Asian Women's Alliance. ED 359 838
- Refusals**  
"Sticking Points": Effects of Instruction on NNS Refusal Strategies. ED 359 774
- Regional Programs**  
South Carolina Higher Education Assessment (SCHEA) Project. Final Report. ED 359 862
- Regular and Special Education Relationship**  
Integrating Second-System Children: Alternatives to Segregation and Classification of Handicapped Children. ED 359 706  
Special Education Students in the Regular Education Classroom: One Rural School District's Attitudes. ED 359 728  
When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First. ED 359 716
- Rehabilitation**  
Job Satisfaction in Human Services: A Rehabilitation Agency. ED 359 465
- Reinforcement**  
Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys. ED 360 382
- Relational Learning**  
The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development. ED 360 328
- Relational Propositions**  
Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension. ED 359 760
- Relevance (Education)**  
Bridging American Indian Culture and the New Science Paradigm. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet. ED 360 105  
The Issue of Relevant Education: Theories and Reality. ED 360 125  
Knowledge and the Educative Functions of a University: Designing the Curriculum of Higher Education. ED 359 870  
"Projects"—The Link between Literacy and the Real World. ED 359 806
- Religious Differences**  
Religiosity, Gender, Sex Anxiety, and AIDS Attitudes as They Affect Attitudes Towards Homosexuals. ED 359 444
- Religious Factors**  
Books for Teens: Stressing the Higher Values: A CSLA Bibliography. ED 359 987
- Religious Organizations**  
Standards for Church and Synagogue Libraries: Guidelines for Measuring Effectiveness and Progress. CSLA Guide No. 6. Second Edition. ED 359 988
- Remedial Instruction**  
Placement Testing and Student Success: The First Intervening Variable. ED 360 018  
Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Nonscience Major Chemistry Course.

## Research Methodology

263

- ED 360 179
- Remedial Programs**  
Developing and Implementing a Curriculum and Instructional Program To Improve Reading Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District. ED 359 492  
Reducing the Risk: Integrated Language Arts in Restructured Elementary Schools. Report Series 1.9. ED 359 516
- Remedial Reading**  
Developing and Implementing a Curriculum and Instructional Program To Improve Reading Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District. ED 359 492  
Improved Reading Comprehension: A Key to University Retention? ED 359 498  
Reducing the Risk: Integrated Language Arts in Restructured Elementary Schools. Report Series 1.9. ED 359 516
- Requests**  
Direct Requests Can Also Be Polite. ED 359 799
- Research and Development**  
High Performance Computing: Advanced Research Projects Agency Should Do More To Foster Program Goals. Report to the Chairman, Committee on Armed Services, House of Representatives. ED 359 940  
The Internationalization of Bloom's Learning for Mastery: A 25-Year Retrospective-Pro Prospective View. ED 360 333
- Research and Development Centers**  
The Human Interface Technology Laboratory. ED 359 951
- Research Committees**  
Report of the Committee on Student Learning. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature, 1992-1993. ED 359 638
- Research Directors**  
The Institutional Researcher as Interpreter and Critic. ED 360 024
- Research Libraries**  
ARL Annual Salary Survey, 1992. ED 359 955  
Interlibrary Loan Trends: Staffing and Organization. SPEC Kit #187. ED 359 969  
Internship, Residency, and Fellowship Programs in ARL Libraries. SPEC Kit 188. ED 359 970  
Liaison Services in ARL Libraries. SPEC Kit 189. ED 359 971  
Research and Academic Librarians: A Global View. Proceedings of a Special Session on International Librarianship Held during the National Conference of the Association of College and Research Libraries (6th, Salt Lake City, Utah, April 12-14, 1992). ED 359 964
- Research Methodology**  
Are Skill Requirements Rising? Evidence from Production and Clerical Jobs. EQW Working Papers. ED 359 337  
The Determination of Statistical Sophistication of Research in Vocational Education. ED 360 381  
"Diving" into Communities of Practice: Examining Learning as Legitimate Peripheral Participation in an Everyday Setting. ED 360 387  
An Evaluation of Experiential Teaching/Learning Methods-In a Professional Legal Training Course. ED 359 907  
Home Education Research: On the Right Road? ED 360 331  
How To Conduct Collaborative Action Research. ED 360 257

Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989.

ED 360 351

Issues and Dilemmas of Action Research in the League of Professional Schools.

ED 360 327

Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research.

ED 360 372

Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114.

ED 360 040

Methodology for Measuring Parent Involvement Program Implementation across Diverse Program Sites.

ED 359 632

Notes on Linguistics, 1991.

ED 359 805

A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students.

ED 359 996

The Rise and Fall of Criterion-Referenced Measurement?

ED 360 367

Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report.

ED 360 380

Teacher Research in a Linguistically-Diverse Classroom.

ED 359 779

University Library Borrowing: Two Studies Illustrating a Methodology.

ED 359 980

Video Cases and the Thinking of Preservice Teachers.

ED 360 298

The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations.

ED 360 375

#### Research Needs

Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat.

ED 359 329

Assessment Research in the Context of Practice.

ED 360 385

Overview of Childhood Schizophrenia.

ED 359 471

#### Research Opportunities

Research What You Love-and Get It Published Anyway.

ED 359 580

#### Research Problems

Exclusion of Students with Barriers to Participation in NELS:88-Baseline Excluded Students Two and Four Years Later.

ED 360 371

Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education.

ED 359 770

The Research on Learning To Teach: Prospects and Problems.

ED 360 275

#### Research Projects

Programs and Plans of the National Center for Education Statistics, 1993 Edition.

ED 360 389

Replication: A New Look at an Old Idea.

ED 360 338

#### Research Reports

Comments on the NAE Evaluation of the NAGB Achievement Levels.

ED 360 398

Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement."

ED 360 397

#### Research Skills

Introduction to the Stony Brook Library: A Workbook for LBR 150. Third Edition.

ED 359 948

Library Skills Workbook. Featuring: BISON-Buffalo Information System ONLINE. 14th Edition.

The Projects Strategy in Curriculum and Instruction.

ED 359 769

#### Research Suggestions

Research What You Love-and Get It Published Anyway.

ED 359 580

#### Research Universities

Scientific and Engineering Research Facilities at Universities and Colleges: 1992.

ED 360 183

#### Research Utilization

The Institutional Researcher as Interpreter and Critic.

ED 360 024

A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students.

ED 359 996

#### Researchers

Home Education Research: On the Right Road?

ED 360 331

#### Residential Institutions

Colorado Adolescents in Out-of-Home Placement: Health Education Survey, 1992. Report.

ED 360 294

#### Resilience (Personality)

Youth in Single-Parent Families: Risk and Resilience. Background Paper.

ED 360 462

#### Resistance to Change

Barriers to School Restructuring.

ED 359 663

Participatory Management Emphasizing Quality: A Viable Alternative for American Corporations and Schools?

ED 359 665

#### Resource Allocation

Child Care Funding Re-Assessed: Operational Subsidies, Fee Relief and Taxation Issues.

ED 360 064

Restructuring Higher Education-By Design. RAND Issue Paper 2.

ED 359 893

#### Resource Based Learning

Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8.

ED 360 306

#### Resource Centers

DPI Gender Equity Leadership Project - Phase II. Final Report.

ED 359 357

Federal Resource Center for Special Education. Final Report.

ED 359 739

#### Resource Materials

Gender Equity in Vocational Education. Trends and Issues Alerts.

ED 359 376

The Genteel Rabble-Rouser, or a Handbook of Local Self-Help for the School Media Specialist.

ED 359 968

Getting Hired: Strategies for Job Searching That Work! A Resource Guide for Early Childhood and Elementary Education Majors.

ED 360 274

"Go Wild! Read!" 1993 Summer Library Program Manual. Bulletin No. 93273.

ED 359 977

Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8.

ED 360 306

Youth Apprenticeship. Trends and Issues Alerts.

ED 359 375

#### Resources

Gifted Education Resource Directory.

ED 359 715

#### Resources in Education

Resources in Education (RIE). Volume 28, Number 12.

ED 359 316

#### Respiratory Therapy

Respiratory Therapy and Respiratory Therapy Technician. Florida Vocational Program Guide.

ED 359 350

#### Respite Care

General Information about Crisis Nursery Care, ARCH Factsheet Number 1 [and] General Information about Respite Care, ARCH Factsheet Number 2.

ED 359 721

[Respite Care for Children.]

ED 359 675

#### Response to Literature

Growing Up American: A Record.

ED 359 537

Interactive Reading on the Secondary Level.

ED 359 490

Shared Meaning: Whole Language Reader Response at the Secondary Level.

ED 359 491

#### Responses

Predicting Postfeedback Performance from Students' Confidence in Their Responses.

ED 360 332

#### Responsibility

Helping Your Child Learn Responsible Behavior (with Activities for Children).

ED 360 098

#### Restoration Comedy

The Development of the Comic Spirit in 17th Century England from James Shirley to William Congreve. Curriculum Projects, April 7-June 16, 1992. The Huntington Theatre Company Master Works Study in Restoration Comedy.

ED 359 579

#### Resumes (Personal)

Getting Hired: Strategies for Job Searching That Work! A Resource Guide for Early Childhood and Elementary Education Majors.

ED 360 274

#### Retention (Psychology)

Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical Paper for Period February 1986-February 1987.

ED 360 345

#### Retirement

Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship.

ED 359 653

Gender Differences in the Decision To Seek Post-Retirement Employment.

ED 359 480

#### Retrenchment

The Effect of Budget Cuts at the University of Georgia.

ED 359 518

Libraries and Library Services. Field Hearing before the Committee on House Administration and Joint Committee on the Library. House of Representatives, One Hundred Second Congress, Second Session (Lumberton, North Carolina, September 21, 1992).

ED 359 978

Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.

ED 360 016

#### Revision (Written Composition)

Text, Context, and Shared Understandings: Refocusing on "Accountability" in Student Writing.

ED 359 514

#### Rhetoric

CCCC: Bibliography of Composition and Rhetoric, 1991.

ED 359 522//

Proposal for an Advanced Writing Course-Perspectives on Professional Knowledge.

ED 359 517

Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing.

ED 359 765

#### Rhetorical Criticism

Student Attitudes towards Rhetorical Criticism in Individual Events Competition.

ED 359 569

#### Rhode Island

The Genteel Rabble-Rouser, or a Handbook of Local Self-Help for the School Media Specialist.

RIE DEC 1993

## Subject Index

- R. I. Caregivers. Caring: A Training Program for Family Caregivers.** ED 359 368
- Risk**  
West Virginia Adolescents' Health Risk Behaviors: Differences by Gender, Age, Grade Level, and Level of Rurality. ED 359 481
- Robotics**  
Introduction to Robotics. Teacher Edition. ED 359 425
- Role Conflict**  
The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout. ED 359 631  
Emerging Factors in Work/Family Interference. ED 359 463
- Role of Education**  
A New Paradigm for Community Colleges: A Strategic Planning Issue. ED 359 997  
Signs of Learning in the Affective Domain. ED 360 081  
Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission. Educational Information Debate 99. ED 360 236
- Role Perception**  
A Local Study of the Roles and Functions of the Secondary School Counselor. ED 359 464
- Role Playing**  
Knights of the Round-Table. ED 360 210
- Role Shift**  
Evidence for Changing Attitudes about Gender Roles: An Analysis of Data Acquired since 1968. ED 359 474
- Rural Areas**  
ESL Small Town. ED 359 845  
Simplifying Manual Circulation Techniques for Volunteers in Rural Public Library Settings for Greater Efficiency [and] Enhancing Volunteer Library Appeal: A Rural Arizona Public Library Experience. ED 359 979
- Rural Education**  
Flexible Delivery of Adult Literacy and Basic Education Programs. ED 359 327  
The Issue of Relevant Education: Theories and Reality. ED 360 125  
PSInet: A Teleconferencing Network for Teachers. ED 360 110  
Special Education Students in the Regular Education Classroom: One Rural School District's Attitudes. ED 359 728  
Teen Workers: Developing a Work Ethic or Gratifying Material Needs? ED 360 119
- Rural Extension**  
New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991). ED 359 328
- Rural Family**  
Unemployment and Child Abuse in a Rural Community: A Diverse Relationship. ED 360 143
- Rural Schools**  
Early Schools in Two Townships of Black Hawk County, Iowa, USA. ED 360 128  
Issues in Establishing Rural Professional Development Schools. ED 360 112  
Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success.

RIE DEC 1993

## School Choice 265

- A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial. ED 360 113
- The Rural Superintendent: The Missing Link in School Improvement. ED 359 931
- Small, Rural and Effective: A Study of Secondary Schools. Warwick Papers on Education Policy, No. 1. ED 360 111
- UNESCO School Libraries in Oceania Project. ED 360 142
- Rural Urban Differences**  
Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers. ED 360 115  
West Virginia Adolescents' Health Risk Behaviors: Differences by Gender, Age, Grade Level, and Level of Rurality. ED 360 134
- Russia**  
Changes in the Former Soviet Union: Debating U.S. Aid. Choices for the 21st Century. Alternatives for Public Debate and Policy Development. ED 360 218
- Saginaw City School System MI**  
Correlational Study into the Relationship between Grade Point Averages, Michigan Educational Assessment Program (MEAP) Scores and Student Absences for Tenth Grade Arthur Hill and Saginaw High School Students, 1992-1993. Evaluation Report. ED 360 432  
Holland House/Boysville Chapter 1 Neglected and Delinquent Program. Product Evaluation Report, 1992-93. ED 360 442
- Salaries**  
ARL Annual Salary Survey, 1992. ED 359 955  
Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991. Contractor Report. Statistical Analysis Report. ED 359 909
- Salary Wage Differentials**  
Parity 2000: Achieving Equity for Women in Higher Education. Report of the Council for Women in Higher Education. ED 359 881
- Sampling**  
Exclusion of Students with Barriers to Participation in NELS:88-Baseline Excluded Students Two and Four Years Later. ED 360 371  
Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report. ED 360 380
- San Antonio Independent School District TX**  
Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project. ED 359 610
- Scheduling**  
Matching School Resources and Student Needs: Scheduling and Assignment Problems in High Schools Serving At-Risk Youth. Final Report. ED 360 429
- Schema Theory**  
Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data. ED 359 754
- Schemata (Cognition)**  
Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings. ED 360 071
- Schenectady County Community College NY**  
Associate in Occupational Studies, Culinary Arts. Self-Study Report Presented to the Accrediting Commission of the American Culinary Federation Educational Institute.
- Schizophrenia**  
Attitudes of Suicidal Ideators and Non-Ideators toward Suicide. ED 359 445  
Overview of Childhood Schizophrenia. ED 359 471
- Scholarly Journals**  
The Determination of Statistical Sophistication of Research in Vocational Education. ED 360 381
- Scholastic Aptitude Test**  
What Do SAT Scores Say about Indiana's Education Performance? Policy Bulletin No. PB-1.2. ED 359 614
- School Activities**  
Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies. ED 360 311
- School Age Day Care**  
Transportation for School-Age Child Care: Current Status in Westchester County. ED 360 086
- School Based Management**  
Barriers to School Restructuring. ED 359 663  
Decentralization and School Improvement: Can We Fulfill the Promise? ED 359 627  
From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools. ED 359 647  
The Impact of Membership Diversity on School Council Decision Making. ED 359 645  
Issues in Establishing Rural Professional Development Schools. ED 360 112  
Leading the Way: The Role of Superintendents in System Level Restructuring That Promotes School-Based Management. Documentation of a Superintendents' Leadership Colloquium, April 5, 1990. ED 359 620  
Lessons on Corporate Intervention into School-Based Management. ED 359 648  
Notes From the Field: Education Reform in Rural Kentucky, 1991-1992. ED 360 120  
Public Education Waivers To Improve Student Achievement, 1991-92. ED 359 642  
The Superintendents' Leadership Role in School-Based Improvement: Documentation of Colloquia of the 1990-1991 School Based Improvement Project. ED 359 616  
The Superintendents' Leadership Role in School-Based Improvement, Year II: Documentation of Colloquia of the 1991-1992 School Based Improvement Project. ED 359 617
- School Business Relationship**  
Agents of Change: Exemplary Corporate Policies and Practices To Improve Education. ED 359 595  
BCEL Newsletter for the Business & Literacy Communities, 1984-1993. ED 359 392  
DACUM and Tech Prep: Dynamic Duo. ED 359 339  
Higher Level Open Distance Learning in Europe: The Accelerating Pace of Change. ED 359 324  
The Missing Link: Workplace Education in Small Business. ED 359 429//  
Scientist and Teacher Partnerships in Elementary Schools. ED 360 182
- School Choice**  
Charter Schools: A Viable Reform Initiative. ED 359 662  
Choice Programs and State Constitutions: The Inclusion of Sectarian Schools. CRS Report for Congress.



- A National Review of Open Enrollment/Choice: Debates and Descriptions. ED 359 636
- Tuition Tax Credits and Vouchers: Political Finance Alternatives Rather than Rational Alternatives to Education Finance. ED 359 664
- Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project. ED 359 625
- School Community Programs**  
Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992). ED 359 600
- School Community Relationship**  
Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education. ED 360 029
- Development Opportunities: The Effect of UMES on the Town of Princess Anne, Maryland. ED 359 894
- Inputs, Processes, Outcomes: The Context for Achievement among Economically Disadvantaged Students in Appalachia. ED 360 122
- Programs in the California State University that Support Public School Improvement. ED 359 853
- Utilizing the Parent Center Concept as a Means To Improve the Relations between Parent and Child/School and Community. ED 360 038
- School Counseling**  
A Program Evaluation of Short Term Counseling with Primary Grade Children. ED 359 460
- School Counselors**  
The Comprehensive Guidance Program. ED 359 440
- A Local Study of the Roles and Functions of the Secondary School Counselor. ED 359 464
- The Supervisory Working Alliance Inventory: A Validity Study. ED 360 358
- School Culture**  
Becoming an Accelerated Middle School: Initiating School Culture Change. ED 360 459
- Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers. ED 360 115
- Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students. ED 360 117
- School Demography**  
Characteristics of Recent Science and Engineering Graduates: 1990. Detailed Statistical Tables. Surveys of Science Resources Series. ED 360 156
- The Pocket Condition of Education, 1993. ED 359 656
- School Desegregation**  
Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961. ED 360 454
- School District Autonomy**  
School Districts: The Missing Link in Education Reform. ED 359 644
- School District Spending**  
Pupil Transportation Cost Control Opportunities. Public Affairs Focus, Issue Number 26. ED 359 609
- School Districts**  
Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools. ED 360 359
- Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools. ED 360 304
- Comprehensive Long Range Plan for Instructional Technology. ED 360 360
- District Provision: School Improvement from a District Curriculum Perspective. ED 359 919
- Model Bloodborne Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311. ED 359 650
- Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics. ED 360 293
- School Districts: The Missing Link in Education Reform. ED 360 364
- Summary of Alaska's Public School Districts' Report Cards to the Public, School Year 1991-92. ED 359 644
- School Effectiveness**  
CFCC: A Report on Indicators of Excellence. ED 360 030
- Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers. ED 360 115
- Charles County Community College Performance Accountability Report. ED 360 027
- A Collaborative Model for School and Program Evaluation: Lethbridge School District No. 51. ED 360 392
- Creating the Total Quality Effective School. ED 359 611
- Effective Schools Practices That Work. ED 359 649
- Linking School Effectiveness Knowledge and School Improvement Practice. ED 359 657
- Quality Assurance in Education: Current Debates. A Report on a SOED-Sponsored Seminar (Stirling, Scotland, United Kingdom, June 1992). ED 359 604
- Quality Assurance in Education: Plans, Targets and Performance Indicators. Current Issues. ED 359 605
- A Review of Two Higher Education Accountability Issues: Student Assessment and Faculty Workload. Report to Utah State Legislature. Report Number 91-03. ED 359 910
- School Correlates with Student Persistence To Stay in School. ED 359 599
- School Effectiveness: A View from the School. ED 359 613
- School Effectiveness: Identifying the Complexities. ED 359 612
- Sciences Humaines Assessment, Manitoba 1991. Final Report: French Immersion Program = Evaluation en sciences humaines, Manitoba 1991. Rapport finale: Programme d'immersion française. ED 360 239
- Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers. ED 360 441//
- Small, Rural and Effective: A Study of Secondary Schools. Warwick Papers on Education Policy, No. 1. ED 360 142
- School Guidance**  
The Comprehensive Guidance Program. ED 359 440
- School Health Services**  
Healthy Schools. A Directory of Federal Programs and Activities Related to Health Promotion through the Schools. ED 360 303
- School Health Primary Care Programs in Community and Migrant Health Centers and Health Care for the Homeless Projects. Directory. ED 360 302
- Step by Step to Comprehensive School Health: The Program Planning Guide. ED 360 304
- School Holding Power**  
Classroom Management for Student Retention. ED 360 021
- Improved Reading Comprehension: A Key to University Retention? ED 359 498
- Non-Returning Student Survey, Charles County Community College. ED 360 028
- Staying the Course. ED 359 356
- School Libraries**  
Books and Media for All South African Children in the 21st Century? ED 359 960
- Creating Elementary and Secondary School Libraries: A Basic Approach. ED 359 963
- The Gentle Rabble-Rouser, or a Handbook of Local Self-Help for the School Media Specialist. ED 359 968
- UNESCO School Libraries in Oceania Project. ED 359 958
- School Organization**  
Urban Education Today. ED 360 445
- School Orientation**  
Designing an Orientation Program To Prepare Students for Distance Education Study. ED 359 413
- Strategy for the New Principal: Negotiating the Culture of the School. Occasional Paper: School Leadership and Education Reform. OP# 12. ED 359 670
- School Personnel**  
Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship. ED 359 653
- Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling. ED 359 593
- School Psychologists**  
"In Their Own Words" Comments, Observations, and Reflections on Working with a School Psychologist. ED 359 437
- School Readiness**  
Learning Readiness: Promising Strategies. ED 360 100
- Opening Doors: Maine's Early Childhood Demonstration Sites. ED 360 056
- Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993. ED 360 058
- School Renewal**  
Issues and Dilemmas of Action Research in the League of Professional Schools. ED 360 327
- School Restructuring**  
The Accelerated Middle School: Moving from Concept toward Reality. ED 360 458
- Barriers to School Restructuring. ED 359 663
- Becoming an Accelerated Middle School: Initiating School Culture Change. ED 360 459
- Beyond Bureaucracy: Rethinking How Schools Change. ED 359 654
- The Career Ladder Program as a Catalyst for Reform. ED 360 130
- Charter Schools: A Viable Reform Initiative. ED 359 662
- The Effect That Method of Instruction Has on Achievement in Core Academic Content Areas. ED 360 265
- From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools. ED 359 647
- Growth and Learning in Accelerated Schools: Big Wheels and Little Wheels Interacting. ED 360 449
- Issues and Dilemmas of Action Research in the

- League of Professional Schools. ED 360 327
- Leading the Way: The Role of Superintendents in System Level Restructuring That Promotes School-Based Management. Documentation of a Superintendents' Leadership Colloquium, April 5, 1990. ED 359 620
- One Student at a Time: Report of the State Board of Education Task Force on High School Education. ED 359 651
- The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29. ED 359 932
- Restructuring Urban Schools in Newark: An Evaluation of the Cluster Schools Program. ED 360 339
- Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling. ED 359 593
- Successful Schooling for All: A Primer on Outcome-Based Education and Mastery Learning. ED 360 356//
- Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study. ED 360 299
- Technology and the Organization of Schooling. Technical Report No. 28. ED 359 933
- A Theory-Based Approach to Restructuring Middle Level Schools. ED 359 669
- School Role**
- Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii? ED 359 793
- Learning for the Future: Adult Learning and the Environment. A NIACE Policy Discussion Paper. ED 359 390
- Schools as Community Social-Service Centers: West Virginia Programs and Possibilities. ED 359 447
- School Schedules**
- Educational Benefits in Year-Round High Schools. ED 359 660
- Why a Year Round School District Moved from a Multi-Track to a Single Track Operation. ED 359 659
- School Size**
- North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum. ED 360 133
- School Space**
- Indoor Recreational Places as Glazed Space. ED 359 621
- School Statistics**
- An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes. ED 360 316
- The Pocket Condition of Education, 1993. ED 359 656
- School Enrollment Expected To Surpass Historic All-Time High. Issue Brief. ED 360 377
- Schools and Staffing in the United States: A Statistical Profile, 1990-91. ED 360 378
- Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey. E.D. TABS. ED 360 379
- United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing. ED 360 391
- School Support**
- Public Loss of Confidence in the U.S. Government: Implications for Higher Education. ED 359 872
- School Surveys**
- Educational Plant Survey, University of South Florida, Education and General, April 19-23, 1993. ED 359 905
- Educational Plant Survey, University of South Florida, Health Sciences Center, April 26-30, 1993. ED 359 906
- Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report. ED 360 380
- Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program." ED 360 323
- School Work Culture Profile**
- The School Work Culture Profile: A Factorial Analysis and Strategy. ED 360 336
- Schools and Staffing Survey (NCES)**
- Schools and Staffing in the United States: A Statistical Profile, 1990-91. ED 360 378
- Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report. ED 360 380
- Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey. E.D. TABS. ED 360 379
- Schools of Education**
- Innovation in Teacher Education. ED 360 283
- Science Achievement**
- Context for Learning: Science, Mathematics, Geography - IAEP: Alberta Report. ED 360 363
- A Cooperative Research Group for the Study of Culture and Science Education in Developing Countries. ED 360 155
- Science Activities**
- Acid Rain: A Student's First Sourcebook. ED 360 159
- Beginning Plant Biotechnology Laboratories Using Fast Plants. ED 360 148
- Of Wings & Things. Aeronautics Information Stuff & Things for Students & Teachers. ED 360 170
- An Outline of the Solar System: Activities for the Elementary Student. ED 360 168
- Primary Planets and Elementary Moons: Activities for Primary Students. ED 360 164
- Science and Society**
- National Science Education Standards: An Enhanced Sampler. A Working Paper of the National Committee on Science Education Standards and Assessment. ED 360 175
- Science Curriculum**
- Curriculum Reforms in Post-Secondary Science in Nigeria. ED 360 172
- National Science Education Standards: An Enhanced Sampler. A Working Paper of the National Committee on Science Education Standards and Assessment. ED 360 175
- National Science Education Standards: A Sampler. ED 360 174
- Science Education**
- Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem Solving. ED 360 176
- Acid Rain: A Student's First Sourcebook. ED 360 159
- The Consumer's Handbook for Reducing Solid Waste. ED 360 160
- A Cooperative Research Group for the Study of Culture and Science Education in Developing Countries. ED 360 155
- H.R. 4726-The Opportunities in Science & Technology Act of 1992. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology, House of Representatives, One Hundred Second Congress, Second Session. ED 360 169
- Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories. ED 360 173
- Learning To Meet the Science and Technology Challenge. ED 360 163
- Microteaching: An Integral Part of a Science Methods Class. ED 360 161
- Minority Student Achievement Partnerships: What's Working in Arizona. Volume One. A Directory of Public School, Community College, and Public University Partnership Programs Improving Minority Access and Achievement in Arizona. ED 360 118
- National Science Education Standards: An Enhanced Sampler. A Working Paper of the National Committee on Science Education Standards and Assessment. ED 360 175
- National Science Education Standards: A Sampler. ED 360 174
- Of Wings & Things. Aeronautics Information Stuff & Things for Students & Teachers. ED 360 170
- Pathways to Excellence: A Federal Strategy for Science, Mathematics, Engineering, and Technology Education. U.S. Science, Mathematics, Engineering, and Technology Education Strategic Plan FY1994-FY1998. ED 360 165
- Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability. ED 360 180
- Science and Engineering Doctorate Awards: 1991. Selected Data. ED 360 181
- Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis. ED 360 184
- Sharing Success: Mathematics and Science Education. ED 360 189
- Women in Astronomy. ED 360 166
- Science Education History**
- Curriculum Reforms in Post-Secondary Science in Nigeria. ED 360 172
- The Revolution of Enlightenment: A Historical Case Study of Significant Educational Change through Teacher Education. ED 360 186
- Science Equipment**
- Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report. ED 360 157
- H.R. 4726-The Opportunities in Science & Technology Act of 1992. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology, House of Representatives, One Hundred Second Congress, Second Session. ED 360 169
- Science Experiments**
- Acid Rain: A Student's First Sourcebook. ED 360 159
- Science Facilities**
- Scientific and Engineering Research Facilities at Universities and Colleges: 1992. ED 360 183
- Science Instruction**
- The Astonishing Curriculum: Integrating Science and Humanities through Language. ED 359 538
- Curriculum Reforms in Post-Secondary Science in Nigeria. ED 360 172
- The Effect of Teaching Strategies Using Models on Preservice Elementary Teachers' Conceptions about Earth-Sun-Moon Relationships.

- ED 360 171  
Equal Opportunity Learning: Hands-On Science for Girls and Boys.
- ED 360 191  
Improving the Teaching of Science: Staff Development Approaches. Resource Document.
- ED 360 162  
Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course.
- ED 360 296  
Making College Science Transparent through the Use of Concept Maps.
- ED 360 167  
Marine Biology: Ecology of the Sea. A Zephyr Learning Packet. Revised.
- ED 360 177  
Microgravity: A Teacher's Guide with Activities. Secondary Level.
- ED 360 178  
Of Wings & Things. Aeronautics Information Stuff & Things for Students & Teachers.
- ED 360 170  
Primary Planets and Elementary Moons: Activities for Primary Students.
- ED 360 164  
Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Nonscience Major Chemistry Course.
- ED 360 179  
Science Process Vocabulary: Our Failure To Communicate.
- ED 360 185  
Scientist and Teacher Partnerships in Elementary Schools.
- ED 360 182  
Technology, Training, and Curricula Revisited: The National Science Foundation Grant to the Science Academy of Austin 1991-92. Final Report.
- ED 360 256  
Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes.
- ED 359 707
- Science Interests**  
African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest.
- ED 360 455
- Science Laboratories**  
Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories.
- ED 360 173
- Science Majors**  
Characteristics of Recent Science and Engineering Graduates: 1990. Detailed Statistical Tables. Surveys of Science Resources Series.
- ED 360 156
- Science Museums**  
H.R. 4726-The Opportunities in Science & Technology Act of 1992. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology, House of Representatives, One Hundred Second Congress, Second Session.
- ED 360 169
- Science Process Skills**  
National Science Education Standards: A Sampler.
- ED 360 174  
Science Process Vocabulary: Our Failure To Communicate.
- ED 360 185
- Science Teachers**  
Science Process Vocabulary: Our Failure To Communicate.
- ED 360 185  
Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis.
- ED 360 184
- Sciences**  
Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels.
- ED 359 753
- Scientific Concepts**  
Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem

- Solving.
- ED 360 176  
Marine Biology: Ecology of the Sea. A Zephyr Learning Packet. Revised.
- ED 360 177
- Scientific Research**  
Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1990. A Report to the President and Congress. Surveys of Science Resources Series.
- ED 360 158  
Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories.
- ED 360 173
- Scientists**  
Women in Astronomy.
- ED 360 166
- Scores**  
The Spelling Project. Technical Report 1992-2.
- ED 360 362
- Scoring**  
Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items.
- ED 360 368
- Scotland**  
Quality Assurance in Education: Current Debates. A Report on a SOED-Sponsored Seminar (Stirling, Scotland, United Kingdom, June 1992).
- ED 359 604  
Quality Assurance in Education: Plans, Targets and Performance Indicators. Current Issues.
- ED 359 605
- Scottish Wider Access Program**  
Students' Perceptions of Access Courses. A Survey. Research Report Series.
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Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17.
- ED 359 360
- Screening Tests**  
Placement Testing and Student Success: The First Intervening Variable.
- ED 360 018
- Seasonal Employment**  
Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings. (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991).
- ED 360 108  
Unemployment and Child Abuse in a Rural Community: A Diverse Relationship.
- ED 360 143
- Second International Mathematics Study**  
Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement.
- ED 360 317
- Second Language Instruction**  
Issues in the Collaborative Evaluation of the Effectiveness of an Interactive Video Teaching Trial.
- ED 359 927  
A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial.
- ED 359 931
- Second Language Learning**  
Czech Grammar.
- ED 359 785
- Second Language Programs**  
H.R. 1685, Defense Language Institute Foreign Language Center. Hearing before the Investigations Subcommittee of the Committee on Armed Services, House of Representatives, One Hundred Second Congress, Second Session (May 27, 1992).
- ED 359 796  
Language Planning and Language Policy in Australia.
- ED 359 801//
- Second Languages**  
Direct Requests Can Also Be Polite.
- ED 359 799  
The Importance of Participant Role in Cooperative Learning.
- ED 359 772

- Language Learning in Formal and Informal Contexts. Proceedings of a Joint Seminar of the Irish and British Associations for Applied Linguistics (Dublin, Ireland, September 11-13, 1984).
- ED 359 786  
Machine Translation Technology: A Potential Key to the Information Age. Report of the FCCSET Committee on Industry and Technology.
- ED 359 942  
"Sticking Points": Effects of Instruction on NNS Refusal Strategies.
- ED 359 774
- Secondary School Curriculum**  
North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum.
- ED 360 133  
Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education.
- ED 359 365
- Secondary School Mathematics**  
Leren Oplossen van Wiskundige Problemen in het Voortgezet Onderwijs (Learning To Solve Mathematical Problems in Secondary Education).
- ED 360 153
- Secondary School Students**  
Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content.
- ED 359 568  
Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act--Chapter 1. Final Evaluation Report.
- ED 360 431  
Schools as Community Social-Service Centers: West Virginia Programs and Possibilities.
- ED 359 447  
A Sense of Relief: Backgrounding in Argumentative Student Writing.
- ED 359 763  
Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series.
- ED 360 055
- Secondary School Teachers**  
Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc.
- ED 359 936  
Educational Reforms for At-Risk Students. New York City Case Study.
- ED 360 428  
Guidelines for Comprehensive Sexuality Education: Kindergarten-12th Grade.
- ED 360 255  
Managing and Improving the Education of Students At-Risk.
- ED 360 434  
Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey. E.D. TABS.
- ED 360 379  
Telecommunications and K-12 Educators: Findings from a National Survey.
- ED 359 923
- Secondary Schools**  
Small, Rural and Effective: A Study of Secondary Schools. Warwick Papers on Education Policy, No. 1.
- ED 360 142
- Self Actualization**  
Maximizing Potential: The Parents' Role.
- ED 359 674
- Self Advocacy**  
Maximizing Consumer Participation in the Team Process.
- ED 359 696
- Self Concept**  
African American Women and Mentoring.
- ED 360 425  
America's High School Sophomores: A Ten Year Comparison, 1980-1990.
- ED 360 318  
Public School Kindergartners: Isolates, Low



- Self-Concept, and Family Status. ED 360 062
- A Teacher Is a Teacher Is a Teacher Is a...: Teachers' Professional Development from a Biographical Perspective. ED 360 292
- Waiting for Thursday: New Teachers Discover Teaching. ED 360 290
- Self Determination**
- Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised. ED 360 109
- Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge Series on Theory and Practice of Adult Education in North America. ED 359 423//
- Self Efficacy**
- Development and Evaluation of a School-Based Stress and Coping Curriculum. ED 360 051
- Self Empowerment**
- "Projects"—The Link between Literacy and the Real World. ED 359 806
- Self Esteem**
- Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children. ED 359 467
- Home School Specialist: "The Missing Link" [and] "The Student Connection Program." ED 360 114
- "How To Do What's Best for YOU": A Workshop for Adolescents. ED 359 443
- A Program Evaluation of Short Term Counseling with Primary Grade Children. ED 359 460
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- Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges. ED 360 000
- NMSU-Alamogordo Institutional Assessment and Strategic Planning (IASP) Process: A Handbook. (Version 1.1). ED 360 001
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- Three-Year Strategic Plan for New Mexico State University-Alamogordo, 1993-1996. ED 360 002
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- Yes You Can! A Booklet To Help Young People with Learning Disabilities Understand and Help Themselves. Revised Edition. ED 359 685
- Self Expression**
- Art Therapy: What Does It Have To Say to Writing Teachers? ED 359 554
- Story, Voice, and Culture: The Politics of Narrative in Multicultural Education. ED 359 777
- Self Help Programs**
- A Self-Help Support Group for Undergraduate Psychology Majors. ED 359 473
- Self Management**
- Yes You Can! A Booklet To Help Young People with Learning Disabilities Understand and Help Themselves. Revised Edition. ED 359 685
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- Guideposts to Self-Directed Learning. Expert Commentary on Essential Concepts. ED 359 436//
- Self Reliance**
- A Wake-Up Call for Middle-Class Black America. ED 360 423
- Self Report Measures**
- Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities. ED 360 353
- Self-Reports and Observed Behavior Seeking and Giving Help to Peers. ED 360 355
- Semiotics**
- Doors and Windows of My Mind: Thresholds of Visual Thinking. ED 360 213
- Sense of Community**
- The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29. ED 359 932
- Sentence Structure**
- Language Development from Two to Three. ED 359 794//
- Seventeenth Century Literature**
- The Development of the Comic Spirit in 17th Century England from James Shirley to William Congreve. Curriculum Projects, April 7-June 16, 1992. The Huntington Theatre Company Master Works Study in Restoration Comedy. ED 359 579
- Severe Disabilities**
- Assuring Best Practices in Communication for Children and Youth with Severe Disabilities. ED 359 693
- Communication Intervention for Persons with Severe and Profound Disabilities: An Overview. ED 359 700
- Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities. ED 359 704
- Effective Communication Programming for Language Minority Students with Severe Disabilities. ED 359 699
- Enhancing Curricular Designs. ED 359 702
- Facilitating and Measuring the Team Process within More Inclusive Educational Settings. ED 359 695
- Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration. ED 359 701
- Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go. ED 359 703
- Maximizing Consumer Participation in the Team Process. ED 359 696
- Maximizing Family Participation in the Team Process. ED 359 694
- National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. ED 359 692
- Regular Class Participation System (RCPS). A Final Report. ED 359 741
- Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities. ED 359 697
- Severe Mental Retardation**
- Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments. ED 359 698
- Communication Intervention for Persons with Severe and Profound Disabilities: An Overview. ED 359 700
- Special Life Skills for Community Living. ED 359 733
- Sex Bias**
- Changing Roles of Men and Women: Educating for Equity in the Workplace. Curriculum Guide. ED 359 410
- Educational and Vocational Guidance for Girls and Women: Expert Meeting on Educational and Vocational Guidance for Girls and Women (Paris, France, February 20-24, 1989). ED 359 477
- Gender and Cultural Diversity Bias in Developmental Textbooks. ED 359 478
- Gender Equity in Vocational Education. WEEA Digest. ED 359 433
- Gender Influences: Reading Student Texts. Studies in Writing & Rhetoric. ED 359 523//
- The Influence That Marital Status Has on the Advancement of Professional Women in Non-Traditional Fields. ED 360 223
- Sex Differences**
- African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest. ED 360 455
- Age Group and Sex of Students, Fall 1992. Report Number 8-93. ED 359 901
- Alliance Patterns Formed among Early Adolescents and Their Parents. ED 360 092
- Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families. ED 359 442
- Barriers to Women Entering the Workforce: Sexual Harassment. ED 359 379
- Commitment in Relationships: A Look at Constraint and Dedication. ED 359 470
- A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion). ED 360 357
- Cooperative Learning in a College Chemistry Course. ED 359 874
- Deaf Children's Sex-Role Stereotypes as a Function of Language Ability. ED 359 576
- The Effects of Personal Characteristics on Mentoring Activities. ED 359 448
- Equal Opportunity Learning: Hands-On Science for Girls and Boys. ED 360 191
- Evidence for Changing Attitudes about Gender Roles: An Analysis of Data Acquired since 1968. ED 359 474
- Gender and Software Effects in Computer-Based Problem Solving. ED 359 924
- Gender Differences in the Decision To Seek Post-Retirement Employment. ED 359 480
- Gender Differences in the Perceptions of Affiliative Networks in Primary School. ED 360 070
- Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis. ED 360 330
- Girls, Boys and People: Gender and the Discourse of the Nursery School. ED 360 074
- The Interaction of Race, Gender, and Socioeconomic Status in Education Outcomes. Center for Research on Women Working Paper Series No. 246. ED 360 243

- Paternal Involvement and the Development of Gender Expectations in Sons and Daughters. ED 359 457
- Safe Sex and Compliance-Gaining Strategy Usage among College Students. ED 359 590
- Sex, Gender and Locus of Control in College Students. ED 359 452
- Social Support and School Adjustment in Japanese Elementary School Children. ED 360 075
- Study To Examine Actions Perceived as Sexual Harassment. ED 359 378
- A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information. ED 359 438
- Sex Discrimination**
- Girls in Schools: A Bibliography of Research on Girls in U.S. Public Schools Kindergarten through Grade 12. Third Edition. ED 360 241
- The Influence That Marital Status Has on the Advancement of Professional Women in Non-Traditional Fields. ED 360 223
- Sex Education**
- Guidelines for Comprehensive Sexuality Education: Kindergarten-12th Grade. ED 360 255
- Sex Fairness**
- Changing Roles of Men and Women: Educating for Equity in the Workplace. Curriculum Guide. ED 359 410
- DPI Gender Equity Leadership Project - Phase II. Final Report. ED 359 357
- Education for All: An Expanded Vision. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph II. Roundtable Themes II. ED 359 363//
- Gender Equity in Vocational Education. Trends and Issues Alerts. ED 359 376
- Gender Equity in Vocational Education. WEEA Digest. ED 359 433
- Women in Astronomy. ED 360 166
- Sex Role**
- Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families. ED 359 442
- Evidence for Changing Attitudes about Gender Roles: An Analysis of Data Acquired since 1968. ED 359 474
- Paternal Involvement and the Development of Gender Expectations in Sons and Daughters. ED 359 457
- Sex, Gender and Locus of Control in College Students. ED 359 452
- Sextyping and Gender Schematicity: A Tenuous Relationship. ED 359 451
- A Study of Stereotyping of Infants and Toddlers. ED 360 089
- Sex Stereotypes**
- Deaf Children's Sex-Role Stereotypes as a Function of Language Ability. ED 359 576
- Sexual Difference and Participatory Pedagogy. ED 359 527
- A Study of Stereotyping of Infants and Toddlers. ED 360 089
- Sexual Harassment**
- Barriers to Women Entering the Workforce: Sexual Harassment. ED 359 379
- Study To Examine Actions Perceived as Sexual Harassment. ED 359 378
- Sexual Identity**
- Girls, Boys and People: Gender and the Discourse of the Nursery School. ED 360 074
- Sextyping and Gender Schematicity: A Tenuous Relationship. ED 359 451
- Sexuality**
- Colorado: Youth Risk Behavior Survey, 1991. ED 359 469
- Guidelines for Comprehensive Sexuality Education: Kindergarten-12th Grade. ED 360 255
- Program Development for Community AIDS Outreach. Clinical Report Series. ED 359 462
- Religiosity, Gender, Sex Anxiety, and AIDS Attitudes as They Affect Attitudes Towards Homosexuals. ED 359 444
- Safe Sex and Compliance-Gaining Strategy Usage among College Students. ED 359 590
- A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information. ED 359 438
- Shakespeare (William)**
- As They Liked It: The Tragical-Comical-Pastoral Drama of Elizabethan Theatre. Curriculum Projects. The Huntington Theatre Company's Master Works Study in Shakespeare. ED 359 577
- Shared Facilities**
- Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success. ED 360 113
- Shared Library Resources**
- Interlibrary Loan Trends: Staffing and Organization. SPEC Kit #187. ED 359 969
- Shared Resources and Services**
- Forming Consortia: A Promising Approach to Restructuring in the Small School. ED 360 124
- Shaughnessy (Mina)**
- Mina Shaughnessy in the 1990s: Some Changing Answers in Basic Writing. ED 359 562
- Showmens Guild (Australasia)**
- Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children. ED 360 140
- Sierra Leone**
- Implementing Educational Innovation in the Third World: A West African Experience. ED 360 147//
- Simulation**
- Simulation and Meta Processing: Affective Component of Math Procedures. ED 360 258
- Simultaneous Research Replication**
- Replication: A New Look at an Old Idea. ED 360 338
- Single Earner Family**
- Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families. ED 359 442
- Single Parents**
- Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs. ED 359 380
- Single Sex Schools**
- Career Patterns of Women Graduates of Independent Schools: A Comparison of Coeducational and All-Girls High Schools. ED 359 913
- SKI HI Program**
- Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Programs for Families of Infants, Toddlers, and Preschool-Aged Children with Hearing Impairments. Project SKI\*HI Outreach. Final Report. ED 359 417
- Skill Development**
- Information Skills: An Educational Perspective for Tomorrow. ED 359 981
- Small Businesses**
- Basic Skills in Small Businesses. Workforce & Workplace Literacy Series. Revised. ED 359 334
- Business Opportunities Enhancement Act (Draft Legislation To Amend the Buy Indian Act) To Increase Employment and Business Opportunities for Indians. Hearing before the Select Committee on Indian Affairs. United States Senate, One Hundred Second Congress, Second Session. ED 360 127
- Business Ownership. Florida Vocational Program Guide. ED 359 417
- The Missing Link: Workplace Education in Small Business. ED 359 429//
- Small Countries**
- Educational Planning in Small-Area Countries: The Case of the Caribbean (Study Made on Behalf of Unesco). ED 360 209
- Small Group Instruction**
- The Importance of Participant Role in Cooperative Learning. ED 359 772
- Small Schools**
- Forming Consortia: A Promising Approach to Restructuring in the Small School. ED 360 124
- Small, Rural and Effective: A Study of Secondary Schools. Warwick Papers on Education Policy, No. 1. ED 360 142
- Teaching At-Risk Students: A Quality Program in a Small Rural High School. ED 360 131
- Smoking**
- The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research. ED 359 570
- Tobacco Smoke in the Home and Child Intelligence. ED 360 091
- Social Action**
- Beginning of Movement for Re-Education of Parents in Japan in the 1920's. ED 360 042
- The Inclusion Papers: Strategies To Make Inclusion Work. A Collection of Articles. ED 359 677
- Social Attitudes**
- Battered Husbands and Battered Wives: Why One Is a Social Problem and the Other Is Not. ED 359 483
- Social Issues in Australian Children's Literature. ED 359 957
- Societal Conceptualization of Mental Retardation: A Contrived Darkness. ED 359 736
- Social Behavior**
- Direct Requests Can Also Be Polite. ED 359 799
- "Sticking Points": Effects of Instruction on NNS Refusal Strategies. ED 359 774
- Social Bias**
- Gender and Cultural Diversity Bias in Developmental Textbooks. ED 359 478
- Social Change**
- Beginning of Movement for Re-Education of Parents in Japan in the 1920's. ED 360 042
- Booker T. Washington and the Adult Education Movement. ED 359 355//
- Societal Conceptualization of Mental Retardation: A Contrived Darkness. ED 359 736
- Social Cognition**

## Subject Index

Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind.

ED 360 069

A Longitudinal Investigation of the Effects of a School Intervention Program on Children's Social Development.

ED 360 043

### Social Development

A Longitudinal Investigation of the Effects of a School Intervention Program on Children's Social Development.

ED 360 043

Their World.

ED 359 681

### Social Differences

A Wake-Up Call for Middle-Class Black America.

ED 360 423

### Social Discrimination

The Culture of Inequality. Second Edition, with a New Introduction.

ED 360 464//

Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft.

ED 360 437

### Social Influences

Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching.

ED 360 285

Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices.

ED 360 301

Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria.

ED 360 240

The Social Nature of Written Text: A Research-Based Review and Summary of Conceptual Issues in the Teaching of Writing. Concept Paper No. 8.

ED 359 547

### Social Integration

Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual.

ED 359 742

Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities.

ED 359 704

Facilitating and Measuring the Team Process within More Inclusive Educational Settings.

ED 359 695

The Inclusion Papers: Strategies To Make Inclusion Work. A Collection of Articles.

ED 359 677

Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration.

ED 359 701

Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go.

ED 359 703

Regular Class Participation System (RCPS). A Final Report.

ED 359 741

### Social Movements

Civil Rights Movement and the 1990s: Racism and the African-American Population.

ED 360 408

### Social Networks

Gender Differences in the Perceptions of Affiliative Networks in Primary School.

ED 360 070

### Social Problems

Losing Generations: Adolescents in High-Risk Settings.

ED 360 448

The State of America's Children: 1992.

ED 360 039//

### Social Services

Empowering Hispanic Families: A Critical Issue for the '90s.

ED 360 461//

Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised.

ED 360 109

Notes From the Field: Education Reform in Rural Kentucky, 1991-1992.

ED 360 421//

RIE DEC 1993

Schools as Community Social-Service Centers: West Virginia Programs and Possibilities.

ED 359 447

### Social Studies

Achievement Testing Program Provincial Report. June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année.

ED 360 393

Acting Together. Readers Theatre: Excerpts from Children's Literature on Themes from the Constitution.

ED 360 238

Alternative Assessment: Implications for Social Studies. ERIC Digest.

ED 360 219

Conserving Soil. Revised.

ED 360 150

History as the Core of the Precollege Social Studies Curriculum. A Statement of Policy.

ED 360 251

Knights of the Round-Table.

ED 360 210

Lake Life.

ED 360 222

Powerful Social Studies: Concepts That Count. Elementary Subjects Center Series No. 88.

ED 360 229

Sciences Humaines Assessment, Manitoba 1991. Final Report: French Immersion Program = Evaluation en sciences humaines, Manitoba 1991. Rapport finale: Programme d'immersion française.

ED 360 239

Social Studies Grade 8 Curriculum Guide. Revised.

ED 360 234

Social Studies K-12. Teacher Handbook.

ED 360 232

### Social Support Groups

Parents as Resources When Adult Children Divorce.

ED 359 472

Peer Support Programs To Promote Independent Living and Career Development of People with Disabilities. Proceedings of the National Forum (1st, Louisville, Kentucky, November 14, 1991).

ED 359 711

A Self-Help Support Group for Undergraduate Psychology Majors.

ED 359 473

Social Support and School Adjustment in Japanese Elementary School Children.

ED 360 075

### Social Theories

Assessing the Impact of Peace Building Processes.

ED 360 254

### Social Values

Cultural and Linguistic Diversity in Education. Task Force Report.

ED 359 738

Library Ethics: An Aspirational and Culturally Sensitive Alternative to Its Commandments.

ED 359 952

### Social Work

Home School Specialist: "The Missing Link" [and] "The Student Connection Program."

ED 360 114

### Social Workers

Home School Specialist: "The Missing Link" [and] "The Student Connection Program."

ED 360 114

The Schools Partnership Project: A Successful Model towards Improving School Performance.

ED 360 411

### Socialization

Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies.

ED 360 121//

Girls, Boys and People: Gender and the Discourse of the Nursery School.

ED 360 074

### Sociocultural Patterns

Black Families at the Crossroads: Challenges and Prospects.

ED 360 421//

Dialect Differences in the Schools: Educational,

## South Carolina

271

Social, and Economic Implications. Workshop (Cleveland, Ohio, June 26-28, 1986).

ED 359 778

On the Sociolinguistic Significance of Obscure Dialect Structures: The NP[i] "call" NP[i] Ving" Construction in African American Vernacular English.

ED 359 790

### Socioeconomic Background

Background Factors Predicting Teacher Ratings of Children's School Performance.

ED 360 053

### Socioeconomic Influences

Education, Culture and Productive Life. Proceedings of the Annual International Meeting of the Centre for the Study of Education in Developing Countries (25th, December 9-21, 1988). CESO Paperback No. 13.

ED 360 198

### Socioeconomic Status

Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project.

ED 360 443

The Interaction of Race, Gender, and Socioeconomic Status in Education Outcomes. Center for Research on Women Working Paper Series No. 246.

ED 360 243

Socioeconomic Profile of the Client Population. The Effects of Poor Education.

ED 359 832

### Sociolinguistics

Conflicts and Changes in Textual Norms.

ED 359 756

### Sociology

Survey on Undergraduate Education in Sociology. Higher Education Surveys Report. Survey Number 15-Sociology.

ED 360 216

### Sociometric Status

Gender Differences in the Perceptions of Affiliative Networks in Primary School.

ED 360 070

Public School Kindergartners: Isolates, Low Self-Concept, and Family Status.

ED 360 062

### Soil Conservation

Conserving Soil. Revised.

ED 360 150

### Soil Science

Conserving Soil. Revised.

ED 360 150

### Solar System

An Outline of the Solar System: Activities for the Elementary Student.

ED 360 168

Primary Planets and Elementary Moons: Activities for Primary Students.

ED 360 164

### Solid Wastes

The Consumer's Handbook for Reducing Solid Waste.

ED 360 160

### South Africa

Books and Media for All South African Children in the 21st Century?

ED 359 960

Empowering Adults through Literacy Education in South Africa: Activities at the University of Natal at Pietermaritzburg.

ED 359 818

### South Carolina

Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success-Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH, Telecommunications Grant (1 July 1992-1 April 1993).

ED 359 973

REACH Report to the Rockefeller Foundation. Revised.

ED 360 214

South Carolina Higher Education Assessment (SCHEA) Project. Final Report.



- South Dakota**  
 Administrative Guidelines: Education of Gifted Students [and] Plan for Education of the Gifted in South Dakota. ED 359 862  
 Handbook for Implementing a District Gifted Education Plan. ED 359 713  
 Teen Workers: Developing a Work Ethic or Gratifying Material Needs? ED 359 714  
 ED 360 119
- Space Sciences**  
 An Outline of the Solar System: Activities for the Elementary Student. ED 360 168  
 Primary Planets and Elementary Moons: Activities for Primary Students. ED 360 164  
 Women in Astronomy. ED 360 166
- Space Utilization**  
 Indoor Recreational Places as Glazed Space. ED 359 621  
 Microgravity: A Teacher's Guide with Activities. Secondary Level. ED 360 178
- Spanish**  
 Curso de Paternidad para Padres de Lengua Minoritaria: Guia en Espanol (Parenting Curriculum for Language Minority Parents: Guide in Spanish). ED 360 405
- Spanish Speaking**  
 Direct Requests Can Also Be Polite. ED 359 799  
 Past...Present...Future...A Collection of Writings by Adults Learning English as a Second Language. ED 359 826//
- Special Education**  
 Colorado Special Education Administrative Decisions, 1993. ED 359 710  
 Effective School Responses to Student Diversity: Challenges and Prospects. ED 360 446  
 Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome. ED 360 146//  
 Federal Resource Center for Special Education. Final Report. ED 359 739  
 A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State. Non-English Language Editions. ED 359 690  
 Special Education: Expenditures and Obligations. Policy Study No. 161. ED 359 735  
 Special Education in Early Childhood. A Burning Issues Series Report. ED 360 136  
 Understanding Learning Disabilities: A Parent Guide and Workbook. Second Edition. ED 359 680  
 When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First. ED 359 716
- Special Education Teachers**  
 Practices of Special Education Teachers for Dealing with Students with ADD/ADHD. ED 359 729
- Special Health Problems**  
 [Respite Care for Children.] ED 359 675
- Special Libraries**  
 Directory and Statistics of Oregon Libraries, 1992. ED 359 976
- Special Needs Students**  
 Chapter 1 in Ohio: Elementary and Secondary Education Act. 27th Annual Evaluation Report, Fiscal 1992. ED 360 045  
 Integrating Second-System Children: Alternatives to Segregation and Classification of Handicapped Children. ED 359 706  
 Special Rights for Special Children; A Manual for Parents of Handicapped Children in New Jersey. ED 359 679  
 "Unusually Successful": Pittsfield Chapter 1. ED 360 079
- Speech**  
 An Application of Digitized Speech in Hypermedia. ED 359 935
- Speech Acts**  
 Success Concepts. ED 359 747
- Speech Communication**  
 Cultural Diversity: Preparing Communication Majors for the Real World. ED 359 571  
 Macrostructure in Conversation. ED 359 750  
 The Micro Inductive-Reasoning Unit within the Basic Speech Course. ED 359 584  
 Particles as Fundaments of Discourse Structuring. ED 359 749  
 Research What You Love—and Get It Published Anyway. ED 359 580  
 Speech Research Status Report, July-December 1992. ED 359 575  
 Student Attitudes towards Rhetorical Criticism in Individual Events Competition. ED 359 569
- Speech Pathology**  
 The Sociolinguistic Model in Speech and Language Pathology. ED 359 789
- Speech Research**  
 Speech Research Status Report, July-December 1992. ED 359 575
- Spelling**  
 A Comparison of the Effectiveness of the Individualized Approach and the Traditional Approach to Teaching Spelling in the Fourth Grade. ED 359 496  
 RELIEF: Revue de linguistique et d'enseignement du français (Review of Linguistics and French Language Instruction), 1991-1993. ED 359 781  
 The Spelling Project. Technical Report 1992-2. ED 360 362
- Spelling Instruction**  
 A Comparison of the Effectiveness of the Individualized Approach and the Traditional Approach to Teaching Spelling in the Fourth Grade. ED 359 496
- Sport Psychology**  
 Overview of Youth Sports Programs in the United States. ED 360 267
- Spouses**  
 Evidence for Changing Attitudes about Gender Roles: An Analysis of Data Acquired since 1968. ED 359 474
- Square One TV**  
 Square One TV Content Analysis: Final Report (Including Season Five Show Rundowns). ED 360 187
- SREB Vocational Education Consortium**  
 What Works: When Teachers Integrate Vocational & Academic Education. ED 359 318
- Staff Development**  
 The Development and Implementation of Inservice Management Training for Entry-Level Classified Personnel: Phase One—Personnel Selection. ED 359 655  
 How To Integrate Language and Content Instruction: A Training Manual. Second Edition. ED 359 780  
 Improving the Teaching of Science: Staff Development Approaches. Resource Document. ED 360 162  
 Observation for the Improvement of Teaching.
- Publication Series 91-3. ED 360 412  
 Occasional Papers in Open and Distance Learning, Number 13. ED 359 928  
 A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations. ED 359 601  
 TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series. ED 359 430//
- Standard Setting**  
 Integrating Multi-Dimensional Performances and Setting Performance Standards. ED 360 326  
 Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement." ED 360 397
- Standardized Tests**  
 District-Wide Testing Results, Technical Report, 1991-92. OPET Report. ED 360 341  
 Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics. ED 360 364  
 What Do SAT Scores Say about Indiana's Education Performance? Policy Bulletin No. PB-1.2. ED 359 614
- Standards**  
 Goals 2000: Educate America Act Overview and Analysis. ED 359 637  
 HDTV: In Search of a Policy. ED 359 939  
 Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results. ED 360 354  
 National Early Childhood Program Accreditation (NECPA) Annual Report, 1992. ED 360 095//  
 National Science Education Standards: An Enhanced Sampler. A Working Paper of the National Committee on Science Education Standards and Assessment. ED 360 175  
 National Science Education Standards: A Sampler. ED 360 174  
 National Standards: Who Benefits? ED 359 640
- State Action**  
 Barriers to School Restructuring. ED 359 663  
 Charter Schools: A Viable Reform Initiative. ED 359 662
- State Aid**  
 Choice Programs and State Constitutions: The Inclusion of Sectarian Schools. CRS Report for Congress. ED 359 636  
 Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991. ED 360 016  
 Pupil Transportation Cost Control Opportunities. Public Affairs Focus, Issue Number 26. ED 359 609
- State College and University Systems**  
 By Design or Default? A Report. ED 359 892
- State Curriculum Guides**  
 The Status of the Curriculum in the Public Schools: A Report from the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature 1990-1992. ED 359 639
- State Departments of Education**  
 Methods of Power Used by the Ohio State Department of Education To Implement State Man-

- dated Programs. ED 359 622
- State History**  
 Arizona Heritage: A Bibliography of Materials and Directory of Authors, Illustrators and Storytellers for Teachers, Librarians and Parents. ED 359 967  
 Lake Life. ED 360 222  
 REACH Report to the Rockefeller Foundation. Revised. ED 360 214
- State Legislation**  
 Choice Programs and State Constitutions: The Inclusion of Sectarian Schools. CRS Report for Congress. ED 359 636  
 A Decade of Change: Public Education Reform in Texas 1981-1992. Special Project Report. ED 359 618  
 Model Bloodborne Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311. ED 360 293
- State Libraries**  
 Directory and Statistics of Oregon Libraries, 1992. ED 359 976
- State Programs**  
 Adults in Transition. A Report of the Fourth Year of the Adult Education for the Homeless Program. ED 359 399  
 Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona. ED 360 386  
 Building a System for Early Intervention for Colorado's Infants and Toddlers and Their Families. ED 359 730  
 Chapter 1 in Ohio: Elementary and Secondary Education Act. 27th Annual Evaluation Report, Fiscal 1992. ED 360 045  
 Education for Homeless Adults. The 1989-1990 Report. ED 359 400  
 First Impressions: Governor Roy Romer's Initiative on Early Childhood. Year-End Report, July 1991 - June 1992. ED 360 050  
 Healthy Kids! State Initiatives To Improve Children's Health. ED 360 096  
 Issues in Statewide Reading Assessment. ED 360 315  
 Learning Readiness: Promising Strategies. ED 360 100  
 Model Bloodborne Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311. ED 360 293  
 A National Review of Open Enrollment/Choice: Debates and Descriptions. ED 359 664  
 Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year IV (1990-1992). ED 359 731  
 REACH Report to the Rockefeller Foundation. Revised. ED 360 214  
 Research Report on Services to Preschoolers. Summary of Findings of the National Survey of State Migrant Education Programs. ED 360 138  
 State Plan To Reduce the Dropout Rate, 1993-95. A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature. ED 360 430  
 The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results. ED 359 737  
 Unemployment Insurance in the United States: The First Half Century. ED 359 409
- State School District Relationship**  
 RIE DEC 1993
- Methods of Power Used by the Ohio State Department of Education To Implement State Mandated Programs. ED 359 622  
 Public Education Waivers To Improve Student Achievement, 1991-92. ED 359 642
- State Standards**  
 Achieving the Vision-1992 Report. ED 359 619  
 Administrative Guidelines: Education of Gifted Students [and] Plan for Education of the Gifted in South Dakota. ED 359 713  
 Citrus County Professional Orientation Program, 1992-93. ED 360 284  
 English-as-a-Second-Language Model Standards for Adult Education Programs. ED 359 830  
 Every Floridian's Guide to School Improvement and Educational Accountability. Creating Schools for Florida's Future. ED 359 606  
 Handbook for Implementing a District Gifted Education Plan. ED 359 714  
 Impact of Educational Reform on Students in At-Risk Situations, Phase III: Interim Report. Executive Summary. ED 359 641  
 Model Bloodborne Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311. ED 360 293  
 One Student at a Time: Report of the State Board of Education Task Force on High School Education. ED 359 651  
 Public Education Waivers To Improve Student Achievement, 1991-92. ED 359 642  
 Report of the Committee on Student Learning. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature, 1992-1993. ED 359 638  
 The Status of the Curriculum in the Public Schools: A Report from the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature 1990-1992. ED 359 639  
 Student, Teacher and School Performance. Eighth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee. ED 359 602  
 What Do SAT Scores Say about Indiana's Education Performance? Policy Bulletin No. PB-1.2. ED 359 614
- State Surveys**  
 Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools. ED 360 359  
 Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools. ED 360 360  
 Graduate Activity Survey: Class of 1991 One Year after Graduation. ED 360 365  
 High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation. ED 360 366  
 Maine's Approach to Global Education. ED 360 193  
 The National Education Goals Report: Building a Nation of Learners. Volume Two: State Reports, 1993. ED 360 395
- State Universities**  
 Age Group and Sex of Students, Fall 1992. Report Number 8-93. ED 359 901  
 California State Universities' Business Education Policies: Their Cost to Community College Students and the State. ED 360 006  
 Student Outcomes Assessment in the California State University. Report of the California State University Advisory Committee on Student Outcomes Assessment. ED 359 854
- State University of New York**  
 Age Group and Sex of Students, Fall 1992. Report Number 8-93. ED 359 901
- Statewide Planning**  
 By Design or Default? A Report. ED 359 892  
 Planning Language-in-Education in Arkansas: A Case Study. ED 359 775  
 Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP). ED 359 377  
 Working Papers in Educational Linguistics, Volume 9, Number 1, Spring 1993. ED 359 771
- Statistical Analysis**  
 The Determination of Statistical Sophistication of Research in Vocational Education. ED 360 381
- Statistical Data**  
 National Center for Education Statistics "Product Planning and Development." Final Report. ED 360 319  
 The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations. ED 360 375
- Statistical Distributions**  
 The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348
- Statistics**  
 Statistics Achievement: A Function of Attitudes and Related Experiences. ED 360 324
- Stereotypes**  
 The Trap of Generalization: A Case of Encountering a New Culture. ED 359 773
- Stigma**  
 Stigma, HIV and AIDS: An Exploration and Elaboration of the Illness Trajectory Surrounding HIV Infection and AIDS. ED 359 454
- Story Reading**  
 Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities. ED 360 083
- Story Telling**  
 An Exchange of Gifts: A Storyteller's Handbook. ED 359 560//  
 Family Story Curriculum Project. Refugee Women's Alliance. ED 359 839  
 Sharing Our Stories & Traditions. Annual Bilingual Multicultural Education Equity Conference [Report] (18th, Anchorage, Alaska, February 5-7, 1992). ED 360 132  
 Stories and Solutions in Psychotherapy with Adolescents. ED 359 455  
 Storytelling Project. Southeast Asian Women's Alliance. ED 359 838  
 Story, Voice, and Culture: The Politics of Narrative in Multicultural Education. ED 359 777
- Story Writing**  
 Pages from Life: Families Write Together = Páginas de la Vida: Familias Escriben Juntas. ED 360 463//
- Strategic Planning**  
 Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges. ED 360 000  
 Making Strategic Planning Work with Numbers: Responses to Enrollment Decline. ED 359 855

- A New Paradigm for Community Colleges: A Strategic Planning Issue. ED 359 997
- NMSU-Alamogordo Institutional Assessment and Strategic Planning (IASP) Process: A Handbook. (Version 1.1). ED 360 001
- Three-Year Strategic Plan for New Mexico State University-Alamogordo, 1993-1996. ED 360 002
- Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. ED 359 412
- Stress Management**
- Development and Evaluation of a School-Based Stress and Coping Curriculum. ED 360 051
- Stress Variables**
- The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout. ED 359 631
- Emerging Factors in Work/Family Interference. ED 359 463
- Unemployment and Child Abuse in a Rural Community: A Diverse Relationship. ED 360 143
- Structural Analysis (Linguistics)**
- Notes on Linguistics, 1991. ED 359 805
- Particles as Fundaments of Discourse Structuring. ED 359 749
- RELIEF: Revue de linguistique et d'enseignement du français (Review of Linguistics and French Language Instruction), 1991-1993. ED 359 781
- Structural Elements (Construction)**
- Universal Playground Design. ED 359 727
- Student Adjustment**
- Assessment of School Maladjustment. ED 360 054
- Effects of Day Care on Elementary School Performance and Adjustment. ED 360 052
- The Transition from Child Care to School. ED 360 068
- Student Assessment and Response System**
- STARS: Student Assessment and Response System. ED 360 010
- Student Attitudes**
- African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest. ED 360 455
- Attitudes of Suicidal Ideators and Non-Ideators toward Suicide. ED 359 445
- Attitudes toward Child Suicide. ED 359 476
- Barriers to Women Entering the Workforce: Knowledge and Attitude toward Nontraditional Careers. Research Bulletin No. 4. ED 359 383
- Barriers to Women Entering the Workforce: Math Anxiety. Research Bulletin No. 3. ED 359 381
- Barriers to Women Entering the Workforce: Sexual Harassment. ED 359 379
- Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys. ED 360 382
- Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students. ED 359 589
- Cooperative Learning in a College Chemistry Course. ED 359 874
- Designing an Orientation Program To Prepare Students for Distance Education Study. ED 359 413
- The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th

- Graders. ED 360 452
- Effects That the Developmentally Appropriate Process Makes on Curriculum of a Rural Elementary School. ED 360 082
- Environmental Views and Values of Children in an Inner-City Black Community. ED 360 456
- Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students. ED 360 457
- Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91. ED 360 259
- Former Student Survey. ED 360 032
- JCCC Transfer Students: Their Destinations and Achievements. 1992-1993. ED 360 035
- Non-Returning Student Survey, Charles County Community College. ED 360 028
- On Teaching Literary Classics. ED 359 544
- Point of Graduation Survey, 1992-93: Report of Findings. ED 360 031
- The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29. ED 359 932
- Relationships between African American Doctoral Students and Their Major Advisors. ED 359 915
- Simulation and Meta Processing: Affective Component of Math Procedures. ED 360 258
- Statistics Achievement: A Function of Attitudes and Related Experiences. ED 360 324
- Student Attitudes towards Rhetorical Criticism in Individual Events Competition. ED 359 569
- Study To Examine Actions Perceived as Sexual Harassment. ED 359 378
- Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs. ED 359 380
- Study To Examine Student Knowledge and Attitude toward Nontraditional Careers. ED 359 382
- A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information. ED 359 438
- Survey of Student Opinions: A Study Initiated by the Student Government Association of Calhoun Community College. ED 360 033
- Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains. ED 360 022
- Student Attrition**
- Staying the Course. ED 359 356
- Student Behavior**
- Former Student Survey. ED 360 032
- JCCC Transfer Students: Their Destinations and Achievements. 1992-1993. ED 360 035
- Self-Reports and Observed Behavior Seeking and Giving Help to Peers. ED 360 355
- Social Competence and Humor in Preschool and School-Aged Children. ED 360 072
- Teachers' Attitudes toward Their Integrated Learning Handicapped Students: Relationship to Teacher Perceptions of Students' Behavior. ED 359 718
- Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains. ED 360 022
- West Virginia Adolescents' Health Risk Behav-

- iors: Differences by Gender, Age, Grade Level, and Level of Rurality. ED 360 134
- Student Centered Curriculum**
- Adult ESL Literacy Education in the United States: Developing a Learner-Centered Approach. ED 359 819
- The Working Experience Books 1, 2, and 3. ED 359 810//
- Student Characteristics**
- Capitalizing on Culture through Competency-Based Adult Education. ED 359 828
- Context for Learning: Science, Mathematics, Geography - IAEP: Alberta Report. ED 360 363
- Data Collection Report on Language Minority Children. ED 359 795
- Graduation Rate Differences within the VCCS, August 1993. ED 360 036
- Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement. ED 360 317
- Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics. ED 360 364
- Survey of Student Opinions: A Study Initiated by the Student Government Association of Calhoun Community College. ED 360 033
- Wallace Community College, Selma: 1991-92 Institutional Profile. ED 360 019
- Student Costs**
- How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment? ED 359 993
- Vocational Education in Japan and Texas. Policy Research Project Report 100. ED 359 366
- Student Developed Materials**
- Creating Elementary and Secondary School Libraries: A Basic Approach. ED 359 963
- Past...Present...Future...A Collection of Writings by Adults Learning English as a Second Language. ED 359 826//
- Student Development**
- Powerful Social Studies: Concepts That Count. Elementary Subjects Center Series No. 88. ED 360 229
- Project ABLE: Academic Bridges to Learning Effectiveness. ED 359 705
- Their World. ED 359 681
- Student Educational Objectives**
- Achievement of Goal Three of the Six National Education Goals. ERIC Digest. ED 360 221
- Educational Outcomes and Indicators for Individuals at the Post-School Level. ED 359 691
- Enhancing Curricular Designs. ED 359 702
- Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration. ED 359 701
- JCCC Transfer Students: Their Destinations and Achievements. 1992-1993. ED 360 035
- Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains. ED 360 022
- Student Employment**
- Teen Workers: Developing a Work Ethic or Gratifying Material Needs? ED 360 119
- Student Evaluation**



## Subject Index

Alternative Assessment: Implications for Social Studies. ERIC Digest.

ED 360 219

Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona.

ED 360 386

Assessment of Field Placement.

ED 360 015

Assessment of School Maladjustment.

ED 360 054

Background Factors Predicting Teacher Ratings of Children's School Performance.

ED 360 053

Business Ownership. Florida Vocational Program Guide.

ED 359 417

Collis-Romberg Mathematical Problem Solving Profiles.

ED 360 151//

Educational Outcomes and Indicators for Individuals at the Post-School Level.

ED 359 691

Gender Influences: Reading Student Texts. Studies in Writing & Rhetoric.

ED 359 523//

Home Health Aide. Florida Vocational Program Guide.

ED 359 321

Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration.

ED 359 701

It Belongs to Me. A Guide to Portfolio Assessment in Adult Education Programs.

ED 359 352

Language Arts Topics and Educational Issues: Information Sheets.

ED 359 486

National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities.

ED 359 856

Nursing Assistant. Florida Vocational Program Guide.

ED 359 322

Observation for the Improvement of Teaching. Publication Series 91-3.

ED 360 412

Orchestra Festival Evaluations: Interjudge Agreement and Relationships between Performance Categories and Final Ratings.

ED 360 204

Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments.

ED 360 334

Reading Grades K-12: Language Arts Grades K-5. Program Evaluation 1992-93. Focus on Program Evaluation 93-128.

ED 359 487

Restructuring the Curriculum for Active Involvement-Teachers and Students as Learners.

ED 359 507

Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993.

ED 360 058

Traumatic Brain Injury: The Role of Schools in Assessment.

ED 359 687

The Whole Language Evaluation Book.

ED 359 500//

### Student Financial Aid

Annual NASSGP/NCHLP Research Network Conference Proceedings (5th, Denver, Colorado, May 25-27, 1988).

ED 359 886

Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Year 1992. Report to the Congress.

ED 359 882

H.R. 996-Veterans Education Outreach Program. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred Third Congress, First Session.

ED 359 401

More than Survival: Access to Higher Education for Low Income Women.

ED 360 215//

Proceedings for the Annual Conference of the NASSGP/NCHLP Research Network (6th, Washington, D.C., June 7-9, 1989).

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ED 359 908

Statistical Summary of Missouri Higher Education - 1992-93, with State Profile of ACT-tested Students Graduating from High School, Spring 1992.

ED 359 897

Student Loan Program Simplification: Final Report. A Report to the Congress of the United States and the Secretary of Education.

ED 359 883

Vocational Education in Japan and Texas. Policy Research Project Report 100.

ED 359 366

What's Next?: A Guide to Planning Life after High School.

ED 359 439

### Student Government

Survey of Student Opinions: A Study Initiated by the Student Government Association of Calhoun Community College.

ED 360 033

### Student Journals

The Preservice Teacher Education Program as Described in Journals.

ED 360 276

### Student Loan Programs

Direct Student Loans: The Department of Education's Implementation of Direct Lending. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.

ED 359 891

Financial Audit. Federal Family Education Loan Program's Financial Statements for Fiscal Year 1992. Report to the Congress.

ED 359 882

Student Loan Program Simplification: Final Report. A Report to the Congress of the United States and the Secretary of Education.

ED 359 883

### Student Mobility

The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991.

ED 360 451

Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children.

ED 360 140

### Student Motivation

Dispositions: Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4.

ED 360 104

Implementation of a Publishing Center To Enhance the Writing Process for Primary Students.

ED 359 526

I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays.

ED 360 407//

Matching School Resources and Student Needs: Scheduling and Assignment Problems in High Schools Serving At-Risk Youth. Final Report.

ED 360 429

Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research.

ED 360 372

Monsters Make Stories.

ED 360 399

Motivational Components of College Students' Performance and Productivity.

ED 359 877

The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention.

ED 360 373

Self-Regulated Achievement in the Cegep Student: Motivated Strategies for Learning.

ED 360 269

Students' Perceptions of Access Courses. A Survey. Research Report Series.

ED 359 361

Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17.

## Student Role

275

ED 359 360

### Student Needs

STARS: Student Assessment and Response System.

ED 360 010

### Student Participation

Home School Specialist: "The Missing Link" [and] "The Student Connection Program."

ED 360 114

### Student Personnel Services

Project ABLE: Academic Bridges to Learning Effectiveness.

ED 359 705

### Student Placement

Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria.

ED 360 321

Effective School Responses to Student Diversity: Challenges and Prospects.

ED 360 446

ESL Students in Freshman English: An Evaluation of the Placement Options.

ED 359 559

Placement Testing and Student Success: The First Intervening Variable.

ED 360 018

### Student Problems

Educational Advising for Student Retention.

ED 360 020

### Student Projects

President Lincoln and His Vice-Presidents. Lincoln Era Essay Contest Eleventh Annual Winners-1992.

ED 360 206

The Projects Strategy in Curriculum and Instruction.

ED 359 769

### Student Promotion

Failing Students-Is It Worth the Cost? Issue Paper #3.

ED 359 666

### Student Reaction

Cooperative Learning in a College Chemistry Course.

ED 359 874

What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.

ED 359 995

### Student Recruitment

A Content Analysis and Survey Research Review To Determine the Effectiveness of College Image/Recruitment Videos: A Pilot Study.

ED 359 586

Guam Adult Education Quality Performance Indicators.

ED 359 408

H.R. 996-Veterans Education Outreach Program. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred Third Congress, First Session.

ED 359 401

### Student Research

Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91.

ED 360 259

### Student Rights

A Parent's Guide to Special Education for Children Ages 5-21: Your Child's Right to an Education in New York State. Non-English Language Editions.

ED 359 690

Special Rights for Special Children: A Manual for Parents of Handicapped Children in New Jersey.

ED 359 679

### Student Role

The Importance of Participant Role in Cooperative Learning.

ED 359 772

Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10.

ED 360 308

**Student School Relationship**

- Academic Options for Students Affected by the Standards for Student Success. ED 360 011

**Student Teacher Attitudes**

- Books and Media for All South African Children in the 21st Century? ED 359 960

**Student Teacher Evaluation**

- Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations. ED 360 261

**Student Teachers**

- Effects of Institutional Forces on Novice Social Studies Teachers' Curricular Decision-Making. ED 360 278  
 Generative Teaching and Personality Characteristics of Student Teachers. ED 360 288  
 The Preservice Teacher Education Program as Described in Journals. ED 360 276  
 Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations. ED 360 261  
 Video Cases and the Thinking of Preservice Teachers. ED 360 298

**Student Teaching**

- Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice. ED 360 300  
 Effects of Institutional Forces on Novice Social Studies Teachers' Curricular Decision-Making. ED 360 278  
 Experience versus Theory in Teacher Education: Research in Teacher Education Monograph Series, No. 2/91. ED 360 259  
 Pedagogical Field Experience or None: A Comparison Study Report. ED 360 279  
 The Preservice Teacher Education Program as Described in Journals. ED 360 276  
 The Research on Learning To Teach: Prospects and Problems. ED 360 275

**Student Tracking Systems**

- Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students. ED 360 007

**Student Transportation**

- Pupil Transportation Cost Control Opportunities. Public Affairs Focus, Issue Number 26. ED 359 609  
 Transportation for School-Age Child Care: Current Status in Westchester County. ED 360 086

**Student Volunteers**

- National Youth Service: A Global Perspective. ED 360 202

**Student Writing Models**

- Homework and Network: Applications for Communication Theory. ED 359 581

**Studio in a School NY**

- The Studio in a School Association Professional Development/Mentoring Program, 1991-92. OREA Report. ED 360 244

**Study Habits**

- Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities. ED 360 353  
 Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series. ED 360 055

**Study Skills**

- Self-Regulated Achievement in the Cegep Student: Motivated Strategies for Learning.

- ED 360 269  
 Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series. ED 360 055

**Stuttering**

- Dialect Differences in the Schools: Educational, Social, and Economic Implications. Workshop (Cleveland, Ohio, June 26-28, 1986). ED 359 778

**Subject Index Terms**

- Comparative Study between the "Lista de Encabezamientos de Materia" by Gloria Escamilla and the "Library of Congress Subject Heading" List. ED 359 985

**Substance Abuse**

- Alcohol, Tobacco, and Other Drugs May Harm the Unborn. ED 359 678  
 A Compilation of Federal Education Laws: Volume V, As Amended through December 31, 1992. Prepared for the Use of the Committee on Education and Labor of the U.S. House of Representatives and the Committee on Labor and Human Resources of the United States Senate, One Hundred Third Congress, First Session. ED 359 740  
 Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114. ED 360 040  
 Motivational Profiles of Veterans Seeking Substance Abuse Treatment: Profiles Based on Stages of Change. ED 359 453

- Success  
 Factors Which Effective Teachers Identify as Contributing to Their Success. ED 360 277

- Suicide  
 Attitudes of Suicidal Ideators and Non-Ideators toward Suicide. ED 359 445  
 Attitudes toward Child Suicide. ED 359 476

- Suicide Ideation  
 Attitudes of Suicidal Ideators and Non-Ideators toward Suicide. ED 359 445

- Summarization  
 Polyphonic Structure. ED 359 759

- Summer Programs  
 "Go Wild! Read!" 1993 Summer Library Program Manual. Bulletin No. 93273. ED 359 977

- Summer Science Programs  
 Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories. ED 360 173

- Supercomputers  
 High Performance Computing: Advanced Research Projects Agency Should Do More To Foster Program Goals. Report to the Chairman, Committee on Armed Services, House of Representatives. ED 359 940

- Superintendents  
 Leading the Way: The Role of Superintendents in System Level Restructuring That Promotes School-Based Management. Documentation of a Superintendents' Leadership Colloquium, April 5, 1990. ED 359 620  
 The Rural Superintendent: The Missing Link in School Improvement. ED 360 111

- The Superintendents' Leadership Role in School-Based Improvement: Documentation of Colloquia of the 1990-1991 School Based Improvement Project. ED 359 616

- The Superintendents' Leadership Role in School-Based Improvement, Year II: Documentation of Colloquia of the 1991-1992 School Based Improvement Project.

- Supervisors  
 The Supervisory Working Alliance Inventory: A Validity Study. ED 360 358

- Supervisory Methods  
 Control Strategies in Conferencing: A Sociolinguistic Analysis of Micropolitical Strategies in Supervision. ED 360 286

- Supervisory Training  
 The Development and Implementation of Inservice Management Training for Entry-Level Classified Personnel: Phase One—Personnel Selection. ED 359 655

- Supervisory Working Alliance Inventory  
 The Supervisory Working Alliance Inventory: A Validity Study. ED 360 358

- Supplementary Reading Materials  
 The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders. ED 360 452

- Supported Employment  
 A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation. Final Report. ED 359 719  
 Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief. ED 359 725

- Surveys  
 Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education. ED 359 770

- Suspension  
 Academic Options for Students Affected by the Standards for Student Success. ED 360 011

- Switches  
 A Manual for Single Switch and Adaptive Software Programming. Computer Applications for Students with Physical, Sensory, Developmental, and Learning Disabilities. ED 359 684

- Synagogue Libraries  
 Books for Teens: Stressing the Higher Values: A CSLA Bibliography. ED 359 987  
 Standards for Church and Synagogue Libraries: Guidelines for Measuring Effectiveness and Progress. CSLA Guide No. 6. Second Edition. ED 359 988

- Syntax  
 Czech Grammar. ED 359 785  
 A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo. ED 359 745  
 Language Development from Two to Three. ED 359 794//

- The Notion of Coercion in Courtroom Questioning. ED 359 752  
 Pragmatics and Morphosyntactic Acquisition: A Case Study. ED 359 798

- Syracuse City Schools NY  
 Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc. ED 359 936

- Syracuse University NY  
 [Adult and Continuing Education Collections at Syracuse University.] ED 359 323  
 Proposal for an Advanced Writing Course—Perspectives on Professional Knowledge. ED 359 517

- Systematic Curriculum and Instructional Develop

- SCID: Model for Effective Instructional Development. ED 359 338
- Systems Approach**  
Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP). ED 359 377
- Systems Development**  
Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success-Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH, Telecommunications Grant (1 July 1992-1 April 1993). ED 359 973
- Take Home Tests**  
Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions. ED 360 329
- Talent**  
Administrative Guidelines: Education of Gifted Students [and] Plan for Education of the Gifted in South Dakota. ED 359 713  
National Excellence: A Case for Developing America's Talent. ED 359 743  
On the Nature of Expertise. ED 359 709
- Task Analysis**  
DACUM and Tech Prep: Dynamic Duo. ED 359 339  
SCID: Model for Effective Instructional Development. ED 359 338
- Tax Credits**  
Tuition Tax Credits and Vouchers: Political Finance Alternatives Rather than Rational Alternatives to Education Finance. ED 359 625
- Teacher Administrator Relationship**  
Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School. ED 359 624
- Teacher Attitudes**  
Adolescent Development Issues in the Classroom. ED 359 479  
Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education. ED 360 280  
Background Factors Predicting Teacher Ratings of Children's School Performance. ED 360 053  
Beginning Teachers: In Danger of Attrition. ED 360 281  
The Career Development of Pretenure Faculty: An Institutional Study. ED 359 875  
Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers. ED 360 115  
Community College Faculty Dissatisfaction: A Comparative Analysis. ED 360 025  
Cooperative Learning and Gifted Students: A National Survey. Short Report. ED 359 717  
Effect of Teacher Involvement in Implementation of an Innovation. ED 360 291  
Effects That the Developmentally Appropriate Process Makes on Curriculum of a Rural Elementary School. ED 360 082  
Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991. ED 360 340  
Factors Which Effective Teachers Identify as Contributing to Their Success. ED 360 277  
Implementation of a Publishing Center To Enhance the Writing Process for Primary Students. ED 359 526  
In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative. ED 359 890  
Match or Mismatch: Relationship between First-Grade Teachers' Theoretical Orientation to Reading and Their Reading Instructional Practices. ED 359 494  
Modifying Teachers' Attributions: An Education-Consultation Approach. ED 359 441  
The Neophyte Early Childhood Teacher. ED 360 067  
Notes From the Field: Education Reform in Rural Kentucky, 1991-1992. ED 360 120  
An Outcome Assessment of Graduates of Eleven Teacher Education Programs. ED 360 272  
Perceptions of Recent Graduates: Leadership and "Standing Out." ED 360 271  
Practices of Special Education Teachers for Dealing with Students with ADD/ADHD. ED 359 729  
Professional Development through a Teacher Book Club. ED 360 289  
Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments. ED 360 334  
Restructuring Urban Schools in Newark: An Evaluation of the Cluster Schools Program. ED 360 339  
The School Work Culture Profile: A Factorial Analysis and Strategy. ED 360 336  
Signs of Learning in the Affective Domain. ED 360 081  
Special Education Students in the Regular Education Classroom: One Rural School District's Attitudes. ED 359 728  
Study To Examine Actions Perceived as Sexual Harassment. ED 359 378  
Teacher Perception of Mixed-Age Groupings of Children. ED 360 047  
Teachers' Attitudes toward Their Integrated Learning Handicapped Students: Relationship to Teacher Perceptions of Students' Behavior. ED 359 718  
Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study. ED 360 299  
The Transition from Child Care to School. ED 360 068  
Waiting for Thursday: New Teachers Discover Teaching. ED 360 290  
Whole Language Teacher Education in Multicultural Contexts: Living Our Own Models of Learning. ED 359 489
- Teacher Behavior**  
Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest. ED 360 037  
Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students. ED 359 589  
Finding Our Own Way: Teachers Exploring Their Assumptions. ED 359 499//  
Humor as an Instructional Practice: A Longitudinal Content Analysis of Humor Use in the Classroom. ED 359 587  
Match or Mismatch: Relationship between First-Grade Teachers' Theoretical Orientation to Reading and Their Reading Instructional Practices. ED 359 494  
Portraits of Whole Language Classrooms: Learning for All Ages. ED 359 501//  
Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis. ED 360 184
- Teacher Certification**  
Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings. (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991). ED 360 108
- Teacher Characteristics**  
Factors Which Effective Teachers Identify as Contributing to Their Success. ED 360 277  
Generative Teaching and Personality Characteristics of Student Teachers. ED 360 288  
New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report. ED 360 313  
Perceptions of Recent Graduates: Leadership and "Standing Out." ED 360 271
- Teacher Collaboration**  
Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual. ED 359 742
- Teacher Competency Testing**  
Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations. ED 360 261
- Teacher Education**  
Business Education Index 1992. Volume 53. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals and Yearbooks Published during the Year 1992. ED 359 336  
Changing Faces: The Early Childhood Profession in Australia. ED 360 060  
Child Care-Who Needs It? ED 360 066  
Implementing Educational Innovation in the Third World: A West African Experience. ED 360 147//  
International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Educological Perspective, 1987-1991. ED 360 376  
Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students. ED 360 117  
Michigan Lifelong Learning Link. Facets [and] Perspectives. ED 359 372  
National Middle School Association (NMSA) NCATE-Approved Curriculum Guidelines. ED 360 076  
The Revolution of Enlightenment: A Historical Case Study of Significant Educational Change through Teacher Education. ED 360 186  
The Rise and Fall of Criterion-Referenced Measurement? ED 360 367  
Standards for Business Teacher Education. ED 359 388  
The Studio in a School Association Professional Development/Mentoring Program, 1991-92. OREA Report. ED 360 244  
Teacher Education USA: Western Carolina University Centennial in National Perspective. ED 360 253
- Teacher Education Curriculum**  
National Middle School Association (NMSA) NCATE-Approved Curriculum Guidelines. ED 360 076  
Preservice and Inservice Professional Development Efforts Regarding Bloom's Learning for Mastery. ED 360 282  
Strategies for Monolingual Teachers in Multilingual Classrooms. ED 359 797  
The "U" in UTEP: Development of the Urban Curriculum and Its Delivery. Second Year Report to the Indiana Department of Education, Teacher



- Training and Licensing Advisory Committee.  
ED 360 270
- Teacher Education Programs**  
Achieving World Class Standards: The Challenge for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992).  
ED 360 314  
Graduate Education: Turning Graduate Students into Professors. Final Report.  
ED 359 884  
Improving the Teaching of Science: Staff Development Approaches. Resource Document.  
ED 360 162  
An Outcome Assessment of Graduates of Eleven Teacher Education Programs.  
ED 360 272
- Teacher Effectiveness**  
Can We Talk? Effective Lecturing in the Classroom: Instructional Strategies Series No. 9.  
ED 360 307  
Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students.  
ED 359 589  
Control Strategies in Conferencing: A Sociolinguistic Analysis of Micropolitical Strategies in Supervision.  
ED 360 286  
Factors Which Effective Teachers Identify as Contributing to Their Success.  
ED 360 277  
Generative Teaching and Personality Characteristics of Student Teachers.  
ED 360 288  
An Outcome Assessment of Graduates of Eleven Teacher Education Programs.  
ED 360 272  
Professional Accountability in a Learning-Centered Elementary School.  
ED 359 594
- Teacher Employment**  
New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report.  
ED 360 313
- Teacher Empowerment**  
The Career Ladder Program as a Catalyst for Reform.  
ED 360 130
- Teacher Evaluation**  
Integrating Multi-Dimensional Performances and Setting Performance Standards.  
ED 360 326  
Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom.  
ED 360 325
- Teacher Expectations of Students**  
Background Factors Predicting Teacher Ratings of Children's School Performance.  
ED 360 053
- Teacher Followup Survey (NCES)**  
Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey. E.D. TABS.  
ED 360 379
- Teacher Guidance**  
Relationships between African American Doctoral Students and Their Major Advisors.  
ED 359 915
- Teacher Improvement**  
REACH Report to the Rockefeller Foundation. Revised.  
ED 360 214  
A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations.  
ED 359 601
- Teacher Morale**  
The Career Development of Pretenture Faculty: An Institutional Study.  
ED 359 875
- Teacher of the Year**

- Factors Which Effective Teachers Identify as Contributing to Their Success.  
ED 360 277
- Teacher Participation**  
Effect of Teacher Involvement in Implementation of an Innovation.  
ED 360 291  
Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study.  
ED 360 299
- Teacher Persistence**  
Beginning Teachers: In Danger of Attrition.  
ED 360 281  
An Outcome Assessment of Graduates of Eleven Teacher Education Programs.  
ED 360 272
- Teacher Problems**  
The Neophyte Early Childhood Teacher.  
ED 360 067
- Teacher Qualifications**  
Pedagogical Field Experience or None: A Comparison Study Report.  
ED 360 279
- Teacher Recruitment**  
Planning Grant To Initiate a National Center for Transition to Teaching. Final Report.  
ED 359 868  
A Study of Faculty Needs in Texas, 1991-2008. A Report to the Texas Higher Education Coordinating Board by the Faculty Shortages Advisory Committee.  
ED 359 869
- Teacher Researchers**  
Teacher Research in a Linguistically-Diverse Classroom.  
ED 359 779
- Teacher Response**  
Whole Language Teacher Education in Multicultural Contexts: Living Our Own Models of Learning.  
ED 359 489
- Teacher Responsibility**  
Assessing Graduate Education Students' Propensity toward Academic Misconduct.  
ED 360 370
- Teacher Role**  
Changing Faces: The Early Childhood Profession in Australia.  
ED 360 060  
Distance Education: Two Modes of Learning Separated by a Common Language.  
ED 359 938  
Finding Our Own Way: Teachers Exploring Their Assumptions.  
ED 359 499//  
Good Teachers Making the Best of It: Case Studies of Elementary Art and Music Teaching. Elementary Subjects Center Series No. 100.  
ED 360 230  
Health Care Reform: How Will It Affect Nursing?—Nursing Education.  
ED 359 402  
How To Conduct Collaborative Action Research.  
ED 360 257  
Literacy: An Ecological View.  
ED 359 369  
Managing and Improving the Education of Students At-Risk.  
ED 360 434  
Perceptions of Recent Graduates: Leadership and "Standing Out."  
ED 360 271  
The Phrase of the Phallic Feminine: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy.  
ED 359 534  
Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program."  
ED 360 323  
Teacher Research in a Linguistically-Diverse Classroom.  
ED 359 779  
Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study.  
ED 360 299

- When Teachers Aren't Nice: bell hooks and Feminist Pedagogy  
ED 359 513
- Teacher Salaries**  
Community College Faculty Dissatisfaction: A Comparative Analysis.  
ED 360 025
- Teacher Shortage**  
A Study of Faculty Needs in Texas, 1991-2008. A Report to the Texas Higher Education Coordinating Board by the Faculty Shortages Advisory Committee.  
ED 359 869
- Teacher Student Relationship**  
Classroom Management for Student Retention.  
ED 360 021  
Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching.  
ED 360 285  
Multiculturalism in Early Childhood Programs. Perspectives from ERIC/EECE: A Monograph Series, No. 3.  
ED 360 103  
Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds. Concept Paper No. 9.  
ED 359 548  
Professional Accountability in a Learning-Centered Elementary School.  
ED 359 594  
Relationships between African American Doctoral Students and Their Major Advisors.  
ED 359 915  
Social Support and School Adjustment in Japanese Elementary School Children.  
ED 360 075  
Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7.  
ED 360 305
- Teacher Supervision**  
Control Strategies in Conferencing: A Sociolinguistic Analysis of Micropolitical Strategies in Supervision.  
ED 360 286
- Teacher Supply and Demand**  
Schools and Staffing in the United States: A Statistical Profile, 1990-91.  
ED 360 378  
Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey. E.D. TABS.  
ED 360 379  
A Study of Faculty Needs in Texas, 1991-2008. A Report to the Texas Higher Education Coordinating Board by the Faculty Shortages Advisory Committee.  
ED 359 869
- Teacher Welfare**  
The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada?  
ED 359 545
- Teacher Writing**  
Finding Our Own Way: Teachers Exploring Their Assumptions.  
ED 359 499//
- Teaching (Occupation)**  
Community College Faculty Dissatisfaction: A Comparative Analysis.  
ED 360 025  
Getting Hired: Strategies for Job Searching That Work! A Resource Guide for Early Childhood and Elementary Education Majors.  
ED 360 274  
Living Lives, Studying Lives, Writing Lives: An Educational Potpourri or Pot au Feu?  
ED 360 297  
Physical Education in Higher Education: What Should We Name Ourselves?  
ED 360 264  
A Worm in the Apple: Hollywood's Influence on the Public's Perception of Teachers.  
ED 359 592
- Teaching Assistants**  
The Effect of Budget Cuts at the University of Georgia.  
ED 359 518  
Graduate Education: Turning Graduate Students into Professors. Final Report.  
ED 359 869

- Teaching Conditions**  
 A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges. ED 359 884  
 Problems in Lectureships at the University of Nevada, Reno. ED 360 034  
 The School Work Culture Profile: A Factorial Analysis and Strategy. ED 359 521  
 ED 360 336
- Teaching Experience**  
 British Perspectives on Peace Education and Its Difficulties: [Conversations With Helen Collinson, Mildred Mashedier, Chris Sewell, Patricia White, and The Project "Preparedness for Peace." Educational and Psychological Interactions No. 100. ED 360 237  
 The Preservice Teacher Education Program as Described in Journals. ED 360 276  
 A Teacher Is a Teacher Is a Teacher Is a...: Teachers' Professional Development from a Biographical Perspective. ED 360 292  
 Teacher Perception of Mixed-Age Groupings of Children. ED 360 047
- Teaching Guides**  
 The Working Experience. Teacher's Manual. ED 359 809//
- Teaching Methods**  
 Adult ESL Literacy Education in the United States: Developing a Learner-Centered Approach. ED 359 819  
 Can We Talk? Effective Lecturing in the Classroom: Instructional Strategies Series No. 9. ED 360 307  
 Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching. ED 360 285  
 Concept Mapping for the Development of Medical Curricula. ED 360 322  
 Connected Knowing: Evaluating a Women and Leadership Seminar. ED 359 873  
 Distributed Training for the Reserve Component: Instructor Handbook for Computer Conferencing. ED 359 917  
 Effective Communication Programming for Language Minority Students with Severe Disabilities. ED 359 699  
 The Effect That Method of Instruction Has on Achievement in Core Academic Content Areas. ED 360 265  
 Equal Opportunity Learning: Hands-On Science for Girls and Boys. ED 360 191  
 Exploring Career Decisions. Career Development CD 6158. Middle Grades Exploratory Vocational and Technical Education. ED 359 428  
 F.Y.I. For Your Imagination: Focused Imaging. Instructional Strategies Series No. 12. ED 360 310  
 Generative Teaching and Personality Characteristics of Student Teachers. ED 360 288  
 An Integrated Teacher Education Model for Enhanced Economic Literacy of Primary Teachers. ED 360 287  
 International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Educological Perspective, 1987-1991. ED 360 376  
 Issues in the Collaborative Evaluation of the Effectiveness of an Interactive Video Teaching Trial. ED 359 927  
 Middle Level Demonstration School, 1991-92. OREA Report. ED 360 426  
 Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10. ED 360 308
- Planning and Organizing for Multicultural Instruction. Second Edition. ED 360 447//**  
**Progressive Education for the 1990s: Transforming Practice. ED 360 418//**  
**Proposal for an Advanced Writing Course-Perspectives on Professional Knowledge. ED 359 517**  
**Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls. Professional Paper Series, #10. ED 359 921**  
**A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial. ED 359 931**  
**Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms. ED 359 732**  
**Review of Literature: Utilizing Film/Videotape through Modeling or Self Examination of Performance To Enhance Performance. ED 360 266**  
**Strategies for Monolingual Teachers in Multilingual Classrooms. ED 359 797**  
**Volunteer Voice. Volume IX. ED 359 848**
- Teaching Models**  
 Nonformal Environmental Education: Toward a Working Definition. The Environmental Outlook. ERIC/CSMEE Informational Bulletin. ED 360 154
- Teaching Skills**  
 Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations. ED 360 261
- Team Training**  
 Becoming Master Learners in the Workplace. Workforce Development through Learning Initiative Teams. ED 359 340  
 Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual. ED 359 742
- Teamwork**  
 Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual. ED 359 742  
 Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities. ED 359 704  
 Ethics of Collaboration: A Quest for Guidelines. ED 360 235  
 Facilitating and Measuring the Team Process within More Inclusive Educational Settings. ED 359 695  
 Maximizing Consumer Participation in the Team Process. ED 359 696  
 Maximizing Family Participation in the Team Process. ED 359 694  
 School Health Coalition Building-One State's Plan. ED 360 263  
 Total Quality Management (Team Building and Cross Training): From Business to Academe and Back Again to Business. ED 359 567  
 Transformational Leadership: Profile of a High School Principal. ED 359 652
- Tech Prep**  
 DACUM and Tech Prep: Dynamic Duo. ED 359 339  
 SCID: Model for Effective Instructional Development. ED 359 338
- Technical Assistance**  
 DPI Gender Equity Leadership Project - Phase II. Final Report. ED 359 357  
 Federal Resource Center for Special Education. Final Report. ED 359 739
- Michigan Lifelong Learning Link. Facets [and] Perspectives. ED 359 372**  
**National Technical Assistance Organizations. Workforce & Workplace Literacy Series. Revised. ED 359 331**  
**Outreach and Technical Assistance Network. Third Year Evaluation Report. February 1, 1992-January 31, 1993. An Adult Education 2000 Project. ED 359 374**
- Technical Education**  
 Allied Medical Education Accreditation Process Study: Final Report. ED 359 992  
 Basis of Accreditation for Educational Programs in Allied Medical Disciplines. ED 359 991  
 Workplace Health and Safety across the Vocational/Technical Curriculum. ED 359 403
- Technical Occupations**  
 Mentoring and the Business Environment: Asset or Liability? ED 359 432//
- Technical Writing**  
 A Collaborative Task Oriented Approach to Teaching Online Documentation. ED 359 563  
 A Survey of the Writing Needs of Graduates of Two Selected Community College Programs of Study. Curriculum and Program Planning Seminar. ED 359 542
- Technological Advancement**  
 Digital Audio Sampling for Film and Video. ED 359 937  
 Education for All: Purpose and Context. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph I. Roundtable Themes I. ED 359 362//  
 HDTV Debate: Industrial Policy Gone Awry. ED 359 925  
 High Performance Computing: Advanced Research Projects Agency Should Do More To Foster Program Goals. Report to the Chairman, Committee on Armed Services, House of Representatives. ED 359 940  
 Information Technology: A Model for Brandon University. ED 359 982  
 Machine Translation Technology: A Potential Key to the Information Age. Report of the FCCSET Committee on Industry and Technology. ED 359 942  
 National Center for Education Statistics "Product Planning and Development." Final Report. ED 360 319  
 National Symposium on Information Technology: Proceedings (7th, Myrtle Beach, South Carolina, May 3-6, 1992). Volume 6. ED 359 683  
 Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study. ED 359 920  
 Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls. Professional Paper Series, #10. ED 359 921  
 Technology and the Organization of Schooling. Technical Report No. 28. ED 359 933  
 Technology in the Classroom: Planning for Educational Change. ED 359 922
- Technology Plans**  
 Comprehensive Long Range Plan for Instructional Technology. ED 359 919
- Teenage Inventory of Social Skills**  
 An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach. ED 360 337
- Telecommunications**  
 American Indian Higher Education Consortium (AIHEC) Telecommunications Planning Project.

- Year One, Final Report and Recommendations. ED 360 135
- Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success—Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH, Telecommunications Grant (1 July 1992-1 April 1993). ED 359 973
- A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses. ED 359 945
- Technology in the Classroom: Planning for Educational Change. ED 359 922
- Telecommunications and K-12 Educators: Findings from a National Survey. ED 359 923
- World Trends in Corporatization and Privatization. Proceedings of the 1993 Mid-Year Seminar of the Pacific Telecommunications Council (Taipei, Taiwan, June 9-11, 1993). ED 359 943
- Teleconferencing**
- Distributed Training for the Reserve Component: Course Conversion and Implementation Guidelines for Computer Conferencing. ED 359 916
- Distributed Training for the Reserve Component: Instructor Handbook for Computer Conferencing. ED 359 917
- Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing. ED 359 918
- Flexible Delivery of Adult Literacy and Basic Education Programs. ED 359 327
- PSInet: A Teleconferencing Network for Teachers. ED 360 110
- Telephone Communications Systems**
- Macrostructure in Conversation. ED 359 750
- Television**
- HDTV Debate: Industrial Policy Gone Awry. ED 359 925
- Television Commercials**
- From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television. ED 359 566
- Tennessee**
- An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes. ED 360 316
- Student, Teacher and School Performance. Eighth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee. ED 359 602
- Tennessee (Maury County)**
- ESL Small Town. ED 359 845
- Tennessee Comprehensive Assessment Program**
- Student, Teacher and School Performance. Eighth Annual Report Submitted to the Governor and the General Assembly of the State of Tennessee. ED 359 602
- Tenure**
- Problems in Lectureships at the University of Nevada, Reno. ED 359 521
- Tenured, Out and Still Composed. ED 359 525
- Test Bias**
- Exclusion of Students with Barriers to Participation in NELS:88—Baseline Excluded Students Two and Four Years Later. ED 360 371
- Test Construction**
- Assessing General Education Outcomes: An In-

- stitution-Specific Approach. Final Report. ED 359 859
- Automated Item Banking and Test Development. Final Technical Paper for Period October 1987-April 1988. ED 360 344
- Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys. ED 360 382
- Developing an Administrative Assessment Instrument. ED 360 369
- The Development of the Post-Divorce Parental Conflict Scale. ED 360 384
- Internal-Structure Analysis of Analytical Reasoning Worksamples 244 D and E and Development of Form H. Technical Report 1992-1. ED 360 361
- The Rise and Fall of Criterion-Referenced Measurement? ED 360 367
- The School Work Culture Profile: A Factorial Analysis and Strategy. ED 360 336
- The Spelling Project. Technical Report 1992-2. ED 360 362
- The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary? ED 360 335
- Test Items**
- Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items. ED 360 368
- Test Manuals**
- Collis-Romberg Mathematical Problem Solving Profiles. ED 360 151//
- Test Reliability**
- Comments on the NAE Evaluation of the NAGB Achievement Levels. ED 360 398
- An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach. ED 360 337
- Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement." ED 360 397
- Test Results**
- Achievement Testing Program Provincial Report. June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année. ED 360 393
- District-Wide Testing Results, Technical Report, 1991-92. OPET Report. ED 360 341
- Motivational Components of College Students' Performance and Productivity. ED 359 877
- Norm-Referenced Test Results of the New Orleans Public Schools: A Comprehensive Report on Their Relationship to Major Student Characteristics. ED 360 364
- Results of the Primary Assessment Program for 1991 in Urban and Non-Urban Schools. Curriculum and Assessment Research and Evaluation Report. Report 2/1992. ED 360 320
- Test Score Decline**
- What Do SAT Scores Say about Indiana's Education Performance? Policy Bulletin No. PB-1.2. ED 359 614
- Test Specifications**
- The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary? ED 360 335
- Test Use**
- International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Educological Perspective, 1987-1991. ED 360 376
- Issues in Statewide Reading Assessment. ED 360 315

- Performance Assessment. Policy Bulletin, No. PB-B13. ED 360 388
- Testing the Limits of Proficiency: The ACTFL OPI and FL Departments. ED 359 788
- User's Manual for the Basic Math Mastery Tests. ED 360 342
- Test Validity**
- Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions. ED 360 329
- The Supervisory Working Alliance Inventory: A Validity Study. ED 360 358
- Testing Problems**
- Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions. ED 360 329
- Testing Programs**
- Arizona Student Assessment Program: March 1992 Pilot Assessment Results, State of Arizona. ED 360 386
- Assessment Research in the Context of Practice. ED 360 385
- Comparison of the Armed Services Vocational Aptitude Battery to the General Aptitude Test Battery. Final Technical Paper for Period January 1987-January 1990. ED 360 343
- District-Wide Testing Results, Technical Report, 1991-92. OPET Report. ED 360 341
- Results of the Primary Assessment Program for 1991 in Urban and Non-Urban Schools. Curriculum and Assessment Research and Evaluation Report. Report 2/1992. ED 360 320
- Texas**
- A Decade of Change: Public Education Reform in Texas 1981-1992. Special Project Report. ED 359 618
- The Findings and Activities of the Texas Commission on Braille Textbook Production. A Report from the State Board of Education, Submitted to the Governor, Lt. Governor, Speaker, and the Seventy-Third Texas Legislature. Excellence and Equity for All Students. ED 359 726
- Impact of Educational Reform on Students in At-Risk Situations, Phase III: Interim Report. Executive Summary. ED 359 641
- One Student at a Time: Report of the State Board of Education Task Force on High School Education. ED 359 651
- Parity 2000: Achieving Equity for Women in Higher Education. Report of the Council for Women in Higher Education. ED 359 881
- Public Education Waivers To Improve Student Achievement, 1991-92. ED 359 642
- Report of the Committee on Student Learning. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature, 1992-1993. ED 359 638
- Shared Opportunities for Schools and Communities. Robert Lee Sutherland Seminar (8th, Austin, TX, September 25-26, 1992). ED 359 600
- State Plan To Reduce the Dropout Rate, 1993-95. A Report from the State Board of Education Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature. ED 360 430
- The Status of the Curriculum in the Public Schools: A Report from the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature 1990-1992. ED 359 639
- A Study of Faculty Needs in Texas, 1991-2008. A Report to the Texas Higher Education Coordinating Board by the Faculty Shortages Advisory Committee. ED 359 639



## Subject Index

- Vocational Education in Japan and Texas. Policy Research Project Report 100. ED 359 869
- Texas A and M University Kingsville  
Teaching Oral Interpretation: A Reading Specialization Perspective. ED 359 366
- Text Structure**  
Conflicts and Changes in Textual Norms. ED 359 756  
Identity Relations and Superthemes in Swedish LSP Texts. ED 359 755  
Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data. ED 359 754  
Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels. ED 359 753  
Nordic Research on Text and Discourse. NORD-TEXT Symposium (Espoo, Finland, May 10-13, 1990). ED 359 746  
Text and Reference. ED 359 764
- Textbook Bias**  
Gender and Cultural Diversity Bias in Developmental Textbooks. ED 359 478
- Textbook Content**  
Preservice and Inservice Professional Development Efforts Regarding Bloom's Learning for Mastery. ED 360 282
- Textbook Publication**  
The Findings and Activities of the Texas Commission on Braille Textbook Production. A Report from the State Board of Education, Submitted to the Governor, Lt. Governor, Speaker, and the Seventy-Third Texas Legislature. Excellence and Equity for All Students. ED 359 726
- Theater Arts**  
An African-American Bibliography: The Arts. Selected Sources from the Collections of the New York State Library. Reprint. ED 359 984  
SKOLE: The Journal of the National Coalition of Alternative Community Schools, 1988-1992. ED 360 126  
Video as Character: The Use of Video Technology in Theatrical Productions. ED 359 585
- Thematic Approach**  
Theme Exploration: A Voyage of Discovery. ED 359 485//
- Theory Practice Relationship**  
Appropriating Literacy. Writing and Reading in English as a Second Language. ED 359 846//  
Assuring Best Practices in Communication for Children and Youth with Severe Disabilities. ED 359 693  
Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91. ED 360 259  
Family Education and Training: From Research to Practice. Implementation Plan. Report No. 14. ED 360 044  
Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course. ED 360 296  
Issues and Dilemmas of Action Research in the League of Professional Schools. ED 360 327  
Match or Mismatch: Relationship between First-Grade Teachers' Theoretical Orientation to Reading and Their Reading Instructional Practices. ED 359 494  
[SAIDE Launching Conference, 1992-] Closing Address. ED 359 944  
A Theory-Based Approach to Restructuring Middle Level Schools. ED 359 669

## Therapists

- Respiratory Therapy and Respiratory Therapy Technician. Florida Vocational Program Guide. ED 359 350

## Thinking Across the Curriculum

- Thinking Across the Curriculum: A Summary of FIPSE Sponsored Project # G-00841209. ED 359 857

## Thinking Skills

- Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions. ED 360 329  
Internal-Structure Analysis of Analytical Reasoning Worksamples 244 D and E and Development of Form H. Technical Report 1992-1. ED 360 361  
The Micro Inductive-Reasoning Unit within the Basic Speech Course. ED 359 584  
Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together. ED 360 413  
Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments. ED 360 334  
Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability. ED 360 180  
Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles. ED 360 099

## Time

- Temporal Adverbials in Text Structuring: On Temporal Text Strategy. ED 359 761

## Toddlers

- Language Development from Two to Three. ED 359 794//

## Tone Languages

- A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo. ED 359 745

## Total Quality Management

- Creating the Total Quality Effective School. ED 359 611  
Participatory Management Emphasizing Quality: A Viable Alternative for American Corporations and Schools? ED 359 665  
Quality Management Plus: The Continuous Improvement of Education. ED 359 603  
Total Quality Management (Team Building and Cross Training): From Business to Academe and Back Again to Business. ED 359 567  
Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. ED 359 412  
TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series. ED 359 430//

## Trade Books

- The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders. ED 360 452

## Tradeoffs

- Computational Approaches for Analyzing Tradeoffs between Training and Aiding. Final Technical Paper for Period February-December 1989. ED 360 346

## Traditionalism

- Education, Culture and Productive Life. Proceedings of the Annual International Meeting of the Centre for the Study of Education in Developing Countries (25th, December 9-21, 1988). CESO Paperback No. 13. ED 360 198

## Training

- Computational Approaches for Analyzing Tradeoffs between Training and Aiding. Final Technical Paper for Period February-December 1989.

## Tribally Controlled Education

281

- Replication: A New Look at an Old Idea. ED 360 346  
R. I. Caregivers. Caring: A Training Program for Family Caregivers. ED 359 481

## Training Methods

- Rx for Tutor Training. ED 359 510  
TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series. ED 359 430//

## Training Needs

- Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990. ED 360 350

## Training Objectives

- Personnel Training for Parents, Preschoolers, and Professionals: Working with Young Children from Migrant Families. Burning Issues Series. ED 360 139

## Transfer of Training

- Isomorphism: Many Paths, One Activity. ED 360 123

## Transfer Policy

- Articulation Agreements: A Report. ED 360 004  
California State Universities' Business Education Policies: Their Cost to Community College Students and the State. ED 360 006

## Transfer Programs

- Articulation Agreements: A Report. ED 360 004

## Transfer Shock

- Interfacing Two-Year and Four-Year Transcripts for Transfer Students. ED 360 017

## Transformational Leadership

- Transformational Leadership: Profile of a High School Principal. ED 359 652

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- The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348

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- The Transition from Child Care to School. ED 360 068

## Transitional Bilingual Education Programs

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**Tuition**

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**Turks**

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Serving the Underachiever: School-Based Interventions.

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**Undergraduate Study**

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Implementation of a Publishing Center To Enhance the Writing Process for Primary Students.

ED 359 526

Incorporating Audio Support into English Composition CAI for Adult Learners. Phase II Final Report.

ED 359 358

The Integrated Language Arts: Curriculum Encounters in Whole Language and Traditional Fourth Grade Classrooms.

ED 359 495

Language Arts Grades 6-12. Program Evaluation

- 1992-93. Focus on Program Evaluation 93-144.  
ED 359 519
- Living between the Lines.  
ED 359 550//
- A Management System for Refocusing Student Writing through Personalization and Cooperative Learning.  
ED 359 557
- A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design.  
ED 359 802
- Middle School Pupils Write Haiku.  
ED 359 555
- Middle School Pupils Write Tanka.  
ED 359 556
- Monsters Make Stories.  
ED 360 399
- Network-Based Classrooms: Promises and Realities.  
ED 359 532//
- Pages from Life: Families Write Together = Páginas de la Vida: Familias Escriben Juntas.  
ED 360 463//
- Politics and the English Instructor: Using Political Literature To Teach Composition.  
ED 359 509
- "Projects"—The Link between Literacy and the Real World.  
ED 359 806
- Proposal for an Advanced Writing Course—Perspectives on Professional Knowledge.  
ED 359 517
- Reading Grades K-12; Language Arts Grades K-5. Program Evaluation 1992-93. Focus on Program Evaluation 93-128.  
ED 359 487
- The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada?  
ED 359 545
- Restructuring the Curriculum for Active Involvement—Teachers and Students as Learners.  
ED 359 507
- Rx for Tutor Training.  
ED 359 510
- The Social Nature of Written Text: A Research-Based Review and Summary of Conceptual Issues in the Teaching of Writing. Concept Paper No. 8.  
ED 359 547
- Teaching At-Risk Students: A Quality Program in a Small Rural High School.  
ED 360 131
- Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes.  
ED 359 707
- The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.  
ED 359 497//
- Writing Processes**  
Composing on the Computer: A Study of Writing Habits on the Job.  
ED 359 767
- Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults.  
ED 359 540
- The Use of "Idea Processors" for Studying Structural Aspects of Text Production.  
ED 359 768
- Writing Research**  
CCCC: Bibliography of Composition and Rhetoric, 1991.  
ED 359 522//
- The Social Nature of Written Text: A Research-Based Review and Summary of Conceptual Issues in the Teaching of Writing. Concept Paper No. 8.  
ED 359 547
- Writing Skills**  
Incorporating Audio Support into English Composition CAI for Adult Learners. Phase II Final Report.  
ED 359 358
- Writing to Learn**  
The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.  
ED 359 511
- Writing Workshops**

- Living between the Lines.  
ED 359 550//
- A Management System for Refocusing Student Writing through Personalization and Cooperative Learning.  
ED 359 557
- Written Language**  
Diversifying Procedural Discourse.  
ED 359 762
- Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels.  
ED 359 753
- Nordic Research on Text and Discourse. NORD-TEXT Symposium (Espoo, Finland, May 10-13, 1990).  
ED 359 746
- Particles as Fundaments of Discourse Structuring.  
ED 359 749
- Speech Research Status Report, July-December 1992.  
ED 359 575
- Year Round Schools**  
Why a Year Round School District Moved from a Multi-Track to a Single Track Operation.  
ED 359 659
- Yes No Questions**  
The Notion of Coercion in Courtroom Questioning.  
ED 359 752
- Young Adults**  
The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development.  
ED 360 328
- Young Children**  
The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research.  
ED 359 570
- Continuity between Parents and Family Child Care Providers: Does It Matter?  
ED 360 057
- Effects of Day Care on Elementary School Performance and Adjustment.  
ED 360 052
- A Program Evaluation of Short Term Counseling with Primary Grade Children.  
ED 359 460
- Public School Kindergartners: Isolates, Low Self-Concept, and Family Status.  
ED 360 062
- Relations among Manual RT, Visual RT and IQ.  
ED 360 041
- Youth Development Program**  
Consultation on Evaluation of Youth Development Programs. Report on the Meeting (January 15, 1992).  
ED 360 349
- Youth Employment**  
National Youth Service: A Global Perspective.  
ED 360 202
- Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5.  
ED 359 325
- Youth Apprenticeship. Trends and Issues Alerts.  
ED 359 375
- Youth Problems**  
Colorado: Youth Risk Behavior Survey, 1991.  
ED 359 469
- Youth Programs**  
National Youth Service: A Global Perspective.  
ED 360 202
- Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5.  
ED 359 325
- Working with Youth in High-Risk Environments: Experiences in Prevention. OSAP Prevention Monograph-12.  
ED 359 461
- Youth Apprenticeship. Trends and Issues Alerts.  
ED 359 375
- 4-H Youth Programs - Enhancing the Quality of Life.  
ED 359 449
- Youth Risk Behavior Survey**  
West Virginia Adolescents' Health Risk Behaviors: Differences by Gender, Age, Grade Level, and Level of Rurality.

- 4 H Programs**  
Folkpatterns 4-H Leader's Guide: A Cultural Heritage Project.  
ED 360 199//
- 4-H Youth Programs - Enhancing the Quality of Life.  
ED 359 449



## Author Index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection .

Author ————— **McKeachie, Wilbert J.**  
 Title ————— Teaching Tips: A Guidebook for the Beginning College  
 Teacher, Eighth Edition. ED 298 813 ————— Accession Number

- Abramson, Lisa S.**  
 Methodology for Measuring Parent Involvement  
 Program Implementation across Diverse Program  
 Sites. ED 359 632
- Ackerman, David M.**  
 Choice Programs and State Constitutions: The In-  
 clusion of Sectarian Schools. CRS Report for  
 Congress. ED 359 636
- Afflerbach, Peter, Ed.**  
 Issues in Statewide Reading Assessment.  
 ED 360 315
- Agholor, Rose Nkechi**  
 Curriculum Reforms in Post-Secondary Science  
 in Nigeria. ED 360 172
- Aguinis, Herman**  
 The Persuade Package Hypothesis: Further Evi-  
 dence for an Influence Tactics Schema. ED 359 482
- Akridge, Robert L., Ed.**  
 Peer Support Programs To Promote Independent  
 Living and Career Development of People with  
 Disabilities. Proceedings of the National Forum  
 (1st, Louisville, Kentucky, November 14, 1991).  
 ED 359 711
- Alamprese, Judith A.**  
 Systematizing Adult Education: Final Evaluation  
 Report of the Connecticut Adult Performance  
 Program (CAPP). ED 359 377
- Albrecht, Lisa**  
 Tenured, Out and Still Composed. ED 359 525
- Alfthan, Torkel**  
 Five Training Models. Training Occasional Paper  
 No. 9. ED 359 319
- Ali, M. Solaiman**  
 A Case Study of Two Foreign Students: Focus on  
 Language Problems. ED 359 574
- Allington, Richard L.**  
 Reducing the Risk: Integrated Language Arts in  
 Restructured Elementary Schools. Report Series  
 1.9. ED 359 516
- Alonzo, Angelo A.**  
 Stigma, HIV and AIDS: An Exploration and  
 RIE DEC 1993
- Elaboration of the Illness Trajectory Surrounding  
 HIV Infection and AIDS. ED 359 454
- Alvarez, Fernando**  
 Comparative Study between the "Lista de En-  
 cabezamientos de Materia" by Gloria Escamilla  
 and the "Library of Congress Subject Heading"  
 List. ED 359 985
- Ames, Ina Ruth**  
 Research What You Love—and Get It Published  
 Anyway. ED 359 580
- Anderson, Carolyn M.**  
 Willingness To Collaborate as a New Commu-  
 nication Trait: Scale Development and a Predictive  
 Model of Related Communication Traits. ED 359 582
- Anderson, Steve**  
 Teaching Excellence in the Liberal Arts.  
 ED 359 867
- Andrada, Gilbert N.**  
 Effects of Two Testing Conditions on Classroom  
 Achievement: Traditional In-Class versus Experi-  
 mental Take-Home Conditions. ED 360 329
- Andreini, Lorilee**  
 Adult ESL Literacy Education in the United  
 States: Developing a Learner-Centered Ap-  
 proach. ED 359 819
- Andres, Sophia**  
 Images Bridging Home and Academic Cultures.  
 ED 359 536
- Andrew, Michael D.**  
 An Outcome Assessment of Graduates of Eleven  
 Teacher Education Programs. ED 360 272
- Appelson, Marilyn**  
 Learn to Read. ED 359 822
- Araujo e Oliveira, Joao Batista**  
 Retraining the European Workforce: How Tech-  
 nologies Can Help. Training Discussion Paper  
 No. 95. ED 359 320
- Arnold, Carolyn L.**  
 Selected Tables on Teacher Supply and Demand:  
 1987-88 and 1988-89. Schools and Staffing Sur-  
 vey. Teacher Followup Survey. E.D. TABS.  
 ED 360 379
- Asghar, Khursheed, Ed.**  
 Methodological Issues in Controlled Studies on  
 Effects of Prenatal Exposure to Drug Abuse. Re-  
 search Monograph 114. ED 360 040
- Ash, Tom**  
 Reflective Teaching. What Am I Doing? Why Am  
 I Doing It This Way? Instructional Strategies Se-  
 ries No. 11. ED 360 309
- Ashery, Rebecca S., Ed.**  
 Program Development for Community AIDS  
 Outreach. Clinical Report Series. ED 359 462
- Askew, Barbara L.**  
 Practices of Special Education Teachers for Deal-  
 ing with Students with ADD/ADHD. ED 359 729
- Atchoarena, David**  
 Educational Planning in Small-Area Countries:  
 The Case of the Caribbean (Study Made on Behalf  
 of Unesco). ED 360 209
- Augustin, Marc**  
 Bilingual Education through Architectural Math-  
 ematics (Project BEAM), Community School  
 District 7. Transitional Bilingual Education Grant  
 T003A90275, 1991-92. Final Evaluation Profile.  
 OREA Report. ED 359 804
- Aul, Billie**  
 An African-American Bibliography: The Arts. Se-  
 lected Sources from the Collections of the New  
 York State Library. Reprint. ED 359 984
- Backlund, Ingegerd**  
 Macrostructure in Conversation. ED 359 750
- Bailey, Jerry D.**  
 Perceptions of Recent Graduates: Leadership and  
 "Standing Out." ED 360 271
- Bailey, Vivien**  
 Staying the Course. ED 359 356
- Bailis, Lawrence N.**  
 Job Training for the Homeless: Report on Dem-  
 onstration's First Year. Research and Evaluation  
 Report Series 91-F. ED 359 359

- Baker, Betty Ruth**  
Strengthening Language Experiences for Children through Fingerplays.  
ED 360 094

- Baker, Gwendolyn C.**  
Planning and Organizing for Multicultural Instruction. Second Edition.  
ED 360 447//

- Baker, Robert, Comp.**  
A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial.  
ED 359 931

- Ban, John R.**  
Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together.  
ED 360 413

- Banya, Kingsley**  
Implementing Educational Innovation in the Third World: A West African Experience.  
ED 360 147//

- Barbett, Samuel F.**  
State Higher Education Profiles. A Comparison of State Higher Education Data for Fiscal Year 1989 and Fiscal Year 1990. Combined Fifth and Sixth Editions.  
ED 359 908

- Barbour, Nita H.**  
Developmental Continuity across Preschool and Primary Grades. Implications for Teachers.  
ED 360 059

- Barenbaum, Nicole B.**  
Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach.  
ED 359 468

- Barker, Kathryn Chang**  
Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat.  
ED 359 329

- Barnes, Mary Ellen**  
A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design.  
ED 359 802

- Barr, Robert B.**  
A New Paradigm for Community Colleges: A Strategic Planning Issue.  
ED 359 997

- Barrera, Marbella**  
District-Wide Testing Results, Technical Report, 1991-92. OPET Report.  
ED 360 341

- Barringer, Donald**  
Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Programs for Families of Infants, Toddlers, and Preschool-Aged Children with Hearing Impairments. Project SKI\*HI Outreach. Final Report.  
ED 359 688

- Basabas-Ikeguchi, Cecilia**  
The Issue of Relevant Education: Theories and Reality.  
ED 360 125

- Bashaw, Marjorie K.**  
Project: LEARN. A Case Study of an Ohio Literacy Program.  
ED 359 986

- Baskett, H. K. Morris**  
Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed Learning in the Workplace.  
ED 359 354

- Baumann, Carol Edler**  
Program Planning about World Affairs. A Complete "How To" Guide: from Program Ideas to Audience Applause.  
ED 360 207

- Baumgartner, David**  
Midwest College Placement Association: Centralized Placement Committee Survey.  
ED 359 466

- Baxter Magolda, Marcia B.**  
The Convergence of Relational and Interpersonal

- Knowing in Young Adult's Epistemological Development.  
ED 360 328

- Bazillion, Richard J.**  
Information Technology: A Model for Brandon University.  
ED 359 982

- Beales, Janet R.**  
Special Education: Expenditures and Obligations. Policy Study No. 161.  
ED 359 735

- Bedard, Rene, Ed.**  
Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference (12th, Ottawa, Ontario, June 1993).  
ED 359 367

- Behrens, Robert L.**  
The Rural Superintendent: The Missing Link in School Improvement.  
ED 360 111

- Behrens, Troy T.**  
A Self-Help Support Group for Undergraduate Psychology Majors.  
ED 359 473

- Belyk, Dennis**  
Context for Learning: Science, Mathematics, Geography - IAEF: Alberta Report.  
ED 360 363

- Bender, Timothy A.**  
Predicting Postfeedback Performance from Students' Confidence in Their Responses.  
ED 360 332

- Benjamin, Roger**  
Restructuring Higher Education-By Design. RAND Issue Paper 2.  
ED 359 893

- Bennof, Richard**  
Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1990. A Report to the President and Congress. Surveys of Science Resources Series.  
ED 360 158

- Benson, Gregory M., Jr.**  
Combining Computer Assisted Instruction (CAI) and a Live TV Teacher To Extend Learning Opportunities into the Home. A Learning Productivity Research and Developmental Project of the Research Foundation of the State University of New York and Instructional Systems Inc.  
ED 359 936

- Benson, Peter L.**  
Youth in Single-Parent Families: Risk and Resiliency. Background Paper.  
ED 360 462

- Berge, Kjell Lars**  
Conflicts and Changes in Textual Norms.  
ED 359 756

- Bergeret, Jean-Marie**  
Young People in the European Community: Towards an Agenda for Research and Policy.  
ED 360 212

- Bernal, Martha E., Ed.**  
Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies.  
ED 360 121//

- Bernstein, Joan D.**  
Barriers to Women Entering the Workforce: Knowledge and Attitude toward Nontraditional Careers. Research Bulletin No. 4.  
ED 359 383

- Barriers to Women Entering the Workforce: Math Anxiety. Research Bulletin No. 3.  
ED 359 381

- Barriers to Women Entering the Workforce: Sexual Harassment.  
ED 359 379

- Berube, Barney**  
Data Collection Report on Language Minority Children.  
ED 359 795

- Bethscheider, Janine K.**  
Internal-Structure Analysis of Analytical Reasoning Worksheets 244 D and E and Development of Form H. Technical Report 1992-1.

ED 360 361

- Bhaerman, Robert D.**  
Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success.  
ED 360 113

- Bierlein, Louann**  
Barriers to School Restructuring.  
ED 359 663  
Charter Schools: A Viable Reform Initiative.  
ED 359 662  
A National Review of Open Enrollment/Choice: Debates and Descriptions.  
ED 359 664

- Biever, Joan L.**  
Stories and Solutions in Psychotherapy with Adolescents.  
ED 359 455

- Billings, Deborah A.**  
The Career Development of Pretenure Faculty: An Institutional Study.  
ED 359 875

- Bingham, William C.**  
Educational and Vocational Guidance for Girls and Women: Expert Meeting on Educational and Vocational Guidance for Girls and Women (Paris, France, February 20-24, 1989).  
ED 359 477

- Birk, Thomas A.**  
Community Service Partnerships: African-American Owned Radio's Commitment to Education.  
ED 360 422

- Bishop, Alan J.**  
Removing Cultural Barriers to Numeracy.  
ED 359 840

- Björstedt, Ake**  
Education for Global Perspectives and Non-Violent Relations: A Selective Bibliography. Educational Document No. 100 = Underservning for icke-valdsrelationer: Exempelificerande bibliografi. Pedagogisk dokumentation Nr. 100.  
ED 360 196

- Education for Peace as Liberation vs. Indoctrination: Do We, in Fact, Need Some "Unbalanced Teaching" To Achieve a "Balanced Learning"? An interview with Hilary Lipkin and Richard Yarwood. Reprints and Miniprints No. 693.  
ED 360 195

- Peace Education: Perspectives from Brazil and India. An interview with Anima Bose (India) and Zimarian Jeanne Walker (Brazil). Reprints and Miniprints No. 683.  
ED 360 194

- Björstedt, Ake, Ed.**  
Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission. Educational Information Debate 99.  
ED 360 236

- Blaustein, Saul J.**  
Unemployment Insurance in the United States: The First Half Century.  
ED 359 409

- Bleicher, Robert**  
Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories.  
ED 360 173

- Blodgett, Jack**  
REACH Report to the Rockefeller Foundation. Revised.  
ED 360 214

- Bloom, Dan**  
LEAP: Interim Findings on a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program.  
ED 359 459

- Bloom, Lois**  
Language Development from Two to Three.  
ED 359 794//

- Bobbett, Gordon C.**  
An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes.

# Author Index

- Bode, Rita K.**  
Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement.  
ED 360 317
- Boeren, Ad J. J. M., Ed.**  
Education, Culture and Productive Life. Proceedings of the Annual International Meeting of the Centre for the Study of Education in Developing Countries (25th, December 9-21, 1988). CESO Paperback No. 13.  
ED 360 198
- Bogler, Ronit**  
Public Loss of Confidence in the U.S. Government: Implications for Higher Education.  
ED 359 872
- Bogotch, Ira**  
Information Utilization in Restructuring Schools: The Role of the Beginning Principal.  
ED 359 646
- Bohlken, Robert**  
The Micro Inductive-Reasoning Unit within the Basic Speech Course.  
ED 359 584
- Boldosser, Susan M.**  
The Comprehensive Guidance Program.  
ED 359 440
- Bolton, Richard R.**  
Giving Beginning College Students a Chance for Success. A Report of a 20-Year Experiment with Non-traditional Education in a University Setting.  
ED 359 903
- Borman, Kathryn M.**  
Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft.  
ED 360 437
- Bostelman, Victoria L.**  
Special Education Students in the Regular Education Classroom: One Rural School District's Attitudes.  
ED 359 728
- Boverie, Patricia E.**  
Impact of Learning Styles on Instructional Design for Distance Education.  
ED 359 926
- Bowden, Virginia M.**  
Medical Information Availability and Usage in South Texas. Final Report.  
ED 359 956
- Bowen, Raymond C.**  
Vision and the Black Community College President. Revised.  
ED 360 227
- Bowser, Don**  
Designing an Orientation Program To Prepare Students for Distance Education Study.  
ED 359 413
- Boyd, William L.**  
Urban Education Today.  
ED 360 445
- Boyes, Michael**  
Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind.  
ED 360 069
- Boyle, Kathleen**  
School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft.  
ED 360 435
- Braine, George**  
ESL Students in Freshman English: An Evaluation of the Placement Options.  
ED 359 559
- Brar, S.**  
Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity.  
ED 360 084
- Braza, Kathleen**  
Families and the Grief Process. ARCH Factsheet Number 21.  
ED 359 724
- Breckenridge, Lisa, Comp.**  
Family Mental Health and Education at the Refugee Women's Alliance: A Working Bibliography of Resources. Part of the Multi-Ethnic Family Intervention Project.  
ED 359 836
- Brewer, Julie, Comp.**  
Internship, Residency, and Fellowship Programs in ARL Libraries. SPEC Kit 188.  
ED 359 970
- Bricken, William**  
Learning in Virtual Reality.  
ED 359 950
- Brigham, Frederick H., Jr.**  
United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing.  
ED 360 391
- Brindley, Syble**  
School Health Coalition Building-One State's Plan.  
ED 360 263
- Brinkman, Charles R., IV**  
How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment?  
ED 359 993
- Broberg, Anders G.**  
Effects of Day Care on Elementary School Performance and Adjustment.  
ED 360 052
- Brockett, Ralph G.**  
Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge Series on Theory and Practice of Adult Education in North America.  
ED 359 423//
- Brod, Shirley, Comp.**  
Ideas at Work. Techniques for Effective Communication: Giving Feedback and Asking for Clarification. The Work Styles Series Minibook A.  
ED 359 850
- Brogan, Ray F.**  
Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program.  
ED 359 829
- Brooks, Randy M.**  
A Collaborative Task Oriented Approach to Teaching Online Documentation.  
ED 359 563
- Broughton, Belinda**  
The Child Care and Development Block Grant Program. ARCH Factsheet Number 19.  
ED 359 722
- Brown, Brad**  
Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education.  
ED 359 770
- Brown, Rita G.**  
Job Satisfaction in Human Services: A Rehabilitation Agency.  
ED 359 465
- Broyles, India L.**  
Maine's Approach to Global Education.  
ED 360 193
- Bruce, Bertram C., Ed.**  
Network-Based Classrooms: Promises and Realities.  
ED 359 532//
- Brunner, Ilse**  
Growth and Learning in Accelerated Schools: Big Wheels and Little Wheels Interacting.  
ED 360 449
- Bryan, Betsy**  
Overview of Childhood Schizophrenia.  
ED 359 471
- Bryant, Bunyan**  
Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers.  
ED 360 441//
- Buch, Kim**
- Callan, Patrick M.** 289  
The Effects of Personal Characteristics on Mentoring Activities.  
ED 359 448
- Budetti, Peter**  
An Analysis of Resources To Aid Drug-Exposed Infants and Their Families.  
ED 359 734
- Buechler, Mark**  
Performance Assessment. Policy Bulletin, No. PB-B13.  
ED 360 388
- Buffington, Nancy**  
When Teachers Aren't Nice: bell hooks and Feminist Pedagogy  
ED 359 513
- Bulow-Moller, Anne Marie**  
The Notion of Coercion in Courtroom Questioning.  
ED 359 752
- Bump, Jerome**  
Sexual Difference and Participatory Pedagogy.  
ED 359 527
- Burac, Zipura T.**  
Exemplary Programs Serving Special Populations. Volume II.  
ED 359 416
- Burbridge, Lynn C.**  
The Interaction of Race, Gender, and Socioeconomic Status in Education Outcomes. Center for Research on Women Working Paper Series No. 246.  
ED 360 243
- Burgdorf, Kenneth**  
Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report.  
ED 360 157
- Burns, Edward**  
A Manual for Single Switch and Adaptive Software Programming. Computer Applications for Students with Physical, Sensory, Developmental, and Learning Disabilities.  
ED 359 684
- Burrett, Kenneth**  
Integrated Character Education. Fastback 351.  
ED 360 233
- Butterworth, John**  
A Community Based Supported Employment Program for Persons with Severe Physical Disabilities and Mental Retardation. Final Report.  
ED 359 719
- Cagle, William, Ed.**  
President Lincoln and His Vice-Presidents. Lincoln Era Essay Contest Eleventh Annual Winners-1992.  
ED 360 206
- Cahalan, Margaret**  
Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991. Contractor Report. Statistical Analysis Report.  
ED 359 909
- Cahir, Pam**  
Child Care Funding Re-Assessed: Operational Subsidies, Fee Relief and Taxation Issues.  
ED 360 064
- Calabrese, Joseph**  
Problems in Lectureships at the University of Nevada, Reno.  
ED 359 521
- Calculator, Stephen**  
Enhancing Curricular Designs.  
ED 359 702
- Calhoun, Emily F.**  
Issues and Dilemmas of Action Research in the League of Professional Schools.  
ED 360 327
- Calkins, Lucy McCormick**  
Living between the Lines.  
ED 359 550//
- Callan, Patrick M.**  
By Design or Default? A Report.  
ED 359 892



- Callison, Priscilla L.**  
The Effect of Teaching Strategies Using Models on Preservice Elementary Teachers' Conceptions about Earth-Sun-Moon Relationships.  
ED 360 171
- Cambourne, Brian**  
The Whole Story: National Learning and the Acquisition of Literacy in the Classroom.  
ED 359 497//
- Campbell, Eugene**  
Alternative Teacher Program. Report to the General Assembly 1992-93.  
ED 360 312
- Campbell, Malcolm B.**  
Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System.  
ED 359 899
- Campion, William J.**  
CFCC: A Report on Indicators of Excellence.  
ED 360 030
- Camras, Linda A.**  
Facial Expressions in Context: Contributions to Infant Emotion Theory.  
ED 360 046
- Capan, Mary Ann**  
Multiple Voices in Young Adult Novels.  
ED 359 533
- Cappella, Barbara Ann**  
Home Health Aide. Florida Vocational Program Guide.  
ED 359 321
- Cappelli, Peter**  
Are Skill Requirements Rising? Evidence from Production and Clerical Jobs. EQW Working Papers.  
ED 359 337  
Challenge: To Develop Incentives for Investment in Educational Attainment in Order To Produce a More Productive, More Competitive Workforce. EQW Issues Number 5.  
ED 359 353
- Carlson, James E.**  
Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items.  
ED 360 368
- Carlson, Laurance**  
Federal Resource Center for Special Education. Final Report.  
ED 359 739
- Carney, Margaret M.**  
Motivational Profiles of Veterans Seeking Substance Abuse Treatment: Profiles Based on Stages of Change.  
ED 359 453
- Carnoy, Martin, Ed.**  
Decentralization and School Improvement: Can We Fulfill the Promise?  
ED 359 627
- Carr, Mary E., Ed.**  
Personnel Training for Parents, Preschoolers, and Professionals: Working with Young Children from Migrant Families. Burning Issues Series.  
ED 360 139
- Carroll, Stephen**  
Restructuring Higher Education-By Design. RAND Issue Paper 2.  
ED 359 893
- Carter, Susanne**  
Traumatic Brain Injury: The Role of Schools in Assessment.  
ED 359 687
- Caruso, Richard E.**  
Mentoring and the Business Environment: Asset or Liability?  
ED 359 432//
- Cash, Robin G., Ed.**  
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ED 360 108
- Cassidy, Margaret L.**  
Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families.  
ED 359 442
- Catlin, Anita**  
How To Institute the Cross/Angelo Classroom Assessment Training Program on a College Campus, or, How To Create a Dynamic Teaching/Learning Partnership between Teachers and Students.  
ED 359 994  
What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.  
ED 359 995
- Caverzasi, Peter L.**  
On Teaching Literary Classics.  
ED 359 544
- Cazabon, Mary**  
Two-Way Bilingual Education: A Progress Report on the Amigos Program. Research Report: 7.  
ED 359 787
- Celebuski, Carin A.**  
Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report.  
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- Cernik, Jiri**  
Czech Grammar.  
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- Chamberlain, Ed**  
Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act-Chapter 1. Final Evaluation Report.  
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- Chamberlain, Michael A.**  
Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study.  
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- Chand, Krishan**  
Managing and Improving the Education of Students At-Risk.  
ED 360 434
- Chapman, Patricia H., Comp.**  
Creative Teaching Ideas.  
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- Chen, Fred, Ed.**  
Working Papers in Educational Linguistics, Volume 9, Number 1, Spring 1993.  
ED 359 771
- Chisholm, Lynne**  
Young People in the European Community: Towards an Agenda for Research and Policy.  
ED 360 212
- Chisman, Forrest P.**  
The Missing Link: Workplace Education in Small Business.  
ED 359 429//
- Choy, Susan P.**  
Schools and Staffing in the United States: A Statistical Profile, 1990-91.  
ED 360 378
- Christensen, James E., Ed.**  
International Journal of Educology: A Journal of Research, Inquiry and Development about the Educational Process from an Educological Perspective, 1987-1991.  
ED 360 376
- Christmas, Jack**  
Developing and Implementing a Plan To Improve the Reading Achievement of Second Grade Students at Woodbine Elementary School.  
ED 359 493
- Christner, Catherine**  
Austin's Priority Schools: Successful after 5 Years?  
ED 359 597
- Cizek, Gregory J.**  
Home Education Research: On the Right Road?  
ED 360 331  
Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement."
- Clark, Catherine**  
A Decade of Change: Public Education Reform in Texas 1981-1992. Special Project Report.  
ED 359 618
- Clark, Mary Morris**  
A Dynamic Treatment of Tone with Special Attention to the Tonal System of Igbo.  
ED 359 745
- Clarke, Rodney H.**  
Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice.  
ED 360 300
- Clement, Vonnice**  
Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse.  
ED 359 889
- Cleve, John Van**  
Remarks on the Needed Reform of German Studies in the United States.  
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- Clyde, Jean Anne, Ed.**  
Portraits of Whole Language Classrooms: Learning for All Ages.  
ED 359 501//
- Clyde, Margaret**  
Child Care-Who Needs It?  
ED 360 066  
The Neophyte Early Childhood Teacher.  
ED 360 067  
The Transition from Child Care to School.  
ED 360 068
- Coburn, William W.**  
A Cooperative Research Group for the Study of Culture and Science Education in Developing Countries.  
ED 360 155
- Colby, Pamela A.**  
From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television.  
ED 359 566
- Cold, Birgit**  
Indoor Recreational Places as Glazed Space.  
ED 359 621
- Cole, Claire**  
Nurturing a Teacher Advisory Program.  
ED 360 078
- Coleman, Mary Ruth**  
Cooperative Learning and Gifted Students: A National Survey. Short Report.  
ED 359 717
- Colgrove, Clyde V.**  
Community College Faculty Dissatisfaction: A Comparative Analysis.  
ED 360 025
- Collis, K. F.**  
Collis-Romberg Mathematical Problem Solving Profiles.  
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- Comadena, Mark E.**  
Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students.  
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- Confessore, Gary J., Ed.**  
Guideposts to Self-Directed Learning. Expert Commentary on Essential Concepts.  
ED 359 436//
- Confessore, Sharon J., Ed.**  
Guideposts to Self-Directed Learning. Expert Commentary on Essential Concepts.  
ED 359 436//
- Conklin, Karen A.**  
Career Program Completers: Class of 1991-92.  
ED 360 014
- Conley, David T.**  
Roadmap to Restructuring: Policies, Practices and the Emerging Visions of Schooling.  
ED 359 593
- Conti, Nancy E.**

## Author Index

- Gender and Cultural Diversity Bias in Developmental Textbooks.  
ED 359 478
- Cook-Gumperz, Jenny**  
Girls, Boys and People: Gender and the Discourse of the Nursery School.  
ED 360 074
- Cook, Kathy**  
A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations.  
ED 359 601
- Cook, Lenora**  
The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders.  
ED 360 452
- Cook, Paddy Shannon**  
Alcohol, Tobacco, and Other Drugs May Harm the Unborn.  
ED 359 678
- Copeland, Jeffrey S.**  
Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults.  
ED 359 540
- Copeland, Willis D.**  
Video Cases and the Thinking of Preservice Teachers.  
ED 360 298
- Copple, Carol**  
Learning Readiness: Promising Strategies.  
ED 360 100
- Cousins, J. Bradley**  
Self-Reports and Observed Behavior Seeking and Giving Help to Peers.  
ED 360 355
- Cox, Robyn**  
Issues in the Collaborative Evaluation of the Effectiveness of an Interactive Video Teaching Trial.  
ED 359 927
- Crawford, Clarence C.**  
Direct Student Loans: The Department of Education's Implementation of Direct Lending. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.  
ED 359 891
- Multiple Employment Programs. National Employment Training Strategy Needed. Testimony before the Subcommittee on Education, Labor, and Health and Human Services, Committee on Appropriations, U.S. Senate.  
ED 359 427
- Crawley, Frank E.**  
Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Non-science Major Chemistry Course.  
ED 360 179
- Cristovao, Artur, Ed.**  
New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991).  
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- Crosby, Judith C.**  
Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.  
ED 359 676
- Cuffie, Kevin L.**  
When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First.  
ED 359 716
- Cunningham, Phyllis M., Ed.**  
Handbook of Adult and Continuing Education. The Jossey-Bass Higher Education Series.  
ED 359 411//
- Czech, Christopher**  
Civil Rights Movement and the 1990s: Racism and the African-American Population.  
ED 360 047

- D'Andrea, Michael**  
Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children.  
ED 359 467
- D'Azevedo, R. Charters**  
Higher Level Open Distance Learning in Europe: The Accelerating Pace of Change.  
ED 359 324
- D'Emidio-Caston, Marianne**  
Simulation and Meta Processing: Affective Component of Math Procedures.  
ED 360 258
- Dahawy, Bayoumi Mohamed**  
Pre-School Education in Egypt, Oman and Japan: A Comparative Perspective.  
ED 360 224
- Dalton, Bridget**  
Equal Opportunity Learning: Hands-On Science for Girls and Boys.  
ED 360 191
- Dalton, Herbert F., Jr.**  
Helping People Discover Educational Opportunities: The Higher Education Information Center.  
ED 359 912
- Danant, Joelle, Ed.**  
Perspectives from the South in Development Education. Development Education Annual 1990/1991.  
ED 360 203
- Daniels, Judy**  
Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children.  
ED 359 467
- Darville, Richard**  
Teaching Literacy to Second Language Learners.  
ED 359 807
- Daval, Nicola, Ed.**  
ARL Annual Salary Survey, 1992.  
ED 359 955
- Davidson, Judith**  
Bakhtin as a Theory of Reading. Technical Report No. 579.  
ED 359 502
- Davis, Celestine, Ed.**  
Programs and Plans of the National Center for Education Statistics, 1993 Edition.  
ED 360 389
- Davis, Evelyn**  
Home Health Aide. Florida Vocational Program Guide.  
ED 359 321
- Davis, Jerry S., Ed.**  
Proceedings for the Annual Conference of the NASSGP/NCHelp Research Network (6th, Washington, D.C., June 7-9, 1989).  
ED 359 887
- Davis, Suzanne**  
Restructuring a Teacher Preparation Program Using the Professional Development School Concept.  
ED 360 260
- de Barros, Judy**  
Family Story Curriculum Project. Refugee Women's Alliance.  
ED 359 839
- Storytelling Project. Southeast Asian Women's Alliance.  
ED 359 838
- de Moura Castro, Claudio**  
Five Training Models. Training Occasional Paper No. 9.  
ED 359 319
- Dearie, Tammie Nickelson, Comp.**  
Interlibrary Loan Trends: Staffing and Organization. SPEC Kit #187.  
ED 359 969
- DeBord, Karen B.**  
Teacher Perception of Mixed-Age Groupings of Children.  
ED 360 047

## Dubow, Eric F.

291

- Delattre, Alice B.**  
Helping Your Child Learn Responsible Behavior (with Activities for Children).  
ED 360 098
- Delattre, Edwin J.**  
Helping Your Child Learn Responsible Behavior (with Activities for Children).  
ED 360 098
- Dembo, Richard**  
Troubled Lifestyles: High-Risk Youth in Florida. Draft.  
ED 360 436
- Denton, Virginia Lantz**  
Booker T. Washington and the Adult Education Movement.  
ED 359 355//
- DeSantis, Diane K.**  
Restructuring the Curriculum for Active Involvement-Teachers and Students as Learners.  
ED 359 507
- Dewis, Robert**  
Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content.  
ED 359 568
- Dickmeyer, Scott G.**  
Humor as an Instructional Practice: A Longitudinal Content Analysis of Humor Use in the Classroom.  
ED 359 587
- Quotational Choices in Impromptu Speaking: A Study in Student Preferences.  
ED 359 583
- Diffenbach, John**  
Making Strategic Planning Work with Numbers: Responses to Enrollment Decline.  
ED 359 855
- Ditmars, Jane W.**  
A Field Guide for Literacy: Life Skills and Literacy for Adult Beginning Readers and ESL Students. Manual for Teachers and Tutors.  
ED 359 820
- Dixon, Ruth A.**  
Improved Reading Comprehension: A Key to University Retention?  
ED 359 498
- Dole, Patricia Pearl**  
Religious Books for Children: An Annotated Bibliography. Third Revised Edition.  
ED 360 231
- Donnan, Peter, Ed.**  
Occasional Papers in Open and Distance Learning, Number 13.  
ED 359 928
- Dougherty, Thomas M.**  
Relations among Manual RT, Visual RT and IQ.  
ED 360 041
- Downey, Carolyn J.**  
The Quality Fit.  
ED 359 643
- Downing, June E.**  
Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments.  
ED 359 698
- Downs, Sylvester Ronald**  
An Evaluation of Experiential Teaching/Learning Methods-In a Professional Legal Training Course.  
ED 359 907
- Dragman, June**  
Global Stories of People Working for Change.  
ED 359 847
- Dreier, William H.**  
Early Schools in Two Townships of Black Hawk County, Iowa, USA.  
ED 360 128
- Drummond, Lois**  
Flexible Delivery of Adult Literacy and Basic Education Programs.  
ED 359 327
- Dubow, Eric F.**  
Development and Evaluation of a School-Based Stress and Coping Curriculum.

- Dueck, Gwen**  
Picture Peer Partner Learning: Students Learning  
with and with Each Other: Instructional Strategies  
Series No. 10. ED 360 051
- Duncan, Patricia**  
Now Is Their Time! Adolescents Learn Skills and  
Values through Walter Dean Myers' Books. ED 359 564
- Dungan, Sherry**  
Control Strategies in Conferencing: A Sociolinguistic  
Analysis of Micropolitical Strategies in Supervision.  
ED 360 286
- Dupree, Ellen**  
The Reno Lectureships and the CCCC Statement:  
Are They Wearing White Hats in Nevada? ED 359 545
- Duran, Elva**  
Effective Communication Programming for Language  
Minority Students with Severe Disabilities. ED 359 699
- Durand, V. Mark**  
Using Functional Communication Training as an  
Intervention for the Challenging Behavior of Students  
with Severe Disabilities. ED 359 697
- Durrant, Fay**  
A Regional Information System Strategy for the  
Caribbean for the Year 2000. ED 359 962
- Duryea, Philip J. Elias**  
Tracking Survivors through the High School  
Years: The Theory of Survival Analysis. ED 359 456
- Dyck, Walter E.**  
The Internationalization of Bloom's Learning for  
Mastery: A 25-Year Retrospective-Pro Prospective  
View. ED 360 333
- Dyer, Shirley Poindexter**  
Maximizing Potential: The Parents' Role. ED 359 674
- Dyson, Anne Haas**  
Negotiating a Permeable Curriculum: On Literacy,  
Diversity, and the Interplay of Children's and  
Teachers' Worlds. Concept Paper No. 9. ED 359 548
- East, Joanne**  
Yes You Can! A Booklet To Help Young People  
with Learning Disabilities Understand and Help  
Themselves. Revised Edition. ED 359 685
- Ebeck, Marjory**  
The Neophyte Early Childhood Teacher. ED 360 067
- Eberly, Donald J., Ed.**  
National Youth Service: A Global Perspective. ED 360 202
- Eberly, Mary B.**  
Variations of Parent and Adolescent Emotional  
Expression: Differences by Pubertal Status, Gender,  
and Conversation. ED 360 073
- Edelsky, Carole, Ed.**  
Language Arts Topics and Educational Issues: Information  
Sheets. ED 359 486
- Ediger, Marlow**  
Middle School Pupils Write Haiku. ED 359 555  
Middle School Pupils Write Tanka. ED 359 556
- Edmondson, Katherine M.**  
Concept Mapping for the Development of Medical  
Curricula. ED 360 322
- Eklundh, Kerstin Severinson**  
The Use of "Idea Processors" for Studying Structural  
Aspects of Text Production. ED 359 768
- El-Khawas, Elaine**  
Campus Trends, 1993. Higher Education Panel  
Report Number 83. ED 359 911
- Elliott, Jennifer**  
Parents as Resources When Adult Children Divorce.  
ED 359 472
- Ellis, Jon B.**  
Attitudes of Suicidal Ideators and Non-Ideators  
toward Suicide. ED 359 445  
Attitudes toward Child Suicide. ED 359 476  
Religiosity, Gender, Sex Anxiety, and AIDS Attitudes  
as They Affect Attitudes Towards Homosexuals.  
ED 359 444
- Ellis, Kathleen**  
Teacher Questioning Behavior and Student  
Learning: What Research Says to Teachers. ED 359 572
- Ellis, Susanne D.**  
Enrollments and Degrees. ED 359 902
- Ellis, William, Ed.**  
Their World. ED 359 681
- Elmore, Patricia B.**  
Statistics Achievement: A Function of Attitudes  
and Related Experiences. ED 360 324
- Enger, John M.**  
Internal/External Locus of Control and Parental  
Verbal Interaction of At-Risk Adolescent Black  
Males. ED 360 453
- Enkvist, Erik Nils**  
Success Concepts. ED 359 747
- Ensign, Arselia, Ed.**  
Universal Playground Design. ED 359 727
- Epskamp, Kees P., Ed.**  
Education, Culture and Productive Life. Proceedings  
of the Annual International Meeting of the  
Centre for the Study of Education in Developing  
Countries (25th, December 9-21, 1988). CESO  
Paperback No. 13. ED 360 198
- Etheridge, George W.**  
Match or Mismatch: Relationship between  
First-Grade Teachers' Theoretical Orientation to  
Reading and Their Reading Instructional Practices.  
ED 359 494
- Evensen, Lars Sigfred**  
A Sense of Relief: Backgrounding in Argumentative  
Student Writing. ED 359 763
- Faerber, Gerda**  
Irish Literature in Austria. ED 359 949
- Fairchild, Halford H., Comp.**  
Discrimination and Prejudice: An Annotated Bibliography.  
Second Edition. ED 360 416//
- Falk, Laurence L.**  
Evidence for Changing Attitudes about Gender  
Roles: An Analysis of Data Acquired since 1968.  
ED 359 474
- Fallon, Gerald**  
Le Francais a l'elementaire: Guide pedagogique,  
deuxieme cycle. Francais - langue maternelle (Elementary  
School French: Teaching Guide, Second Cycle. French -  
Native Language). ED 359 792  
Le Francais a l'elementaire: Guide pedagogique,  
premier cycle. Francais - langue maternelle (Elementary  
School French: Teaching Guide, First Cycle. French -  
Native Language). ED 359 791
- Farahani, Gohar**  
Charles County Community College Performance  
Accountability Report. ED 360 027
- Non-Returning Student Survey, Charles County  
Community College. ED 360 028**
- Fast, Margaret**  
Bibliographic Instruction Committee Report. ED 359 972
- Faust, Mark A.**  
Situating Readers: Students Making Meaning of  
Literature. ED 359 539
- Feathers, Karen M.**  
Infotext: Reading and Learning. ED 359 504//
- Feinberg, Richard**  
Introduction to the Stony Brook Library: A  
Workbook for LBR 150. Third Edition. ED 359 948
- Feldman, Benjamin I.**  
Familial Configuration Influences on the Educational  
Performance of Urban High School Freshmen. ED 360 450
- Feldman, Harvey W.**  
Preparing for Prison: Life in San Francisco's Inner-City  
Neighborhoods. Draft. ED 360 439
- Feng, Jianhua**  
Match or Mismatch: Relationship between  
First-Grade Teachers' Theoretical Orientation to  
Reading and Their Reading Instructional Practices.  
ED 359 494  
Parental Involvement and Its Relationship to Second  
Graders' Reading Achievement. ED 359 488
- Ferguson, Laraine**  
Politics and the English Instructor: Using Political  
Literature To Teach Composition. ED 359 509
- Ferguson, Dianne L.**  
Is Communication Really the Point? Some  
Thoughts on Where We've Been and Where We  
Might Want To Go. ED 359 703  
Regular Class Participation System (RCPs): A Final  
Report. ED 359 741
- Ferguson, William F.**  
Assessing Graduate Education Students' Propensity  
toward Academic Misconduct. ED 360 370
- Fernandez-Vest, M. M. Jocelyne**  
Particles as Fundaments of Discourse Structuring.  
ED 359 749
- Ferrell, Charlotte M.**  
Assessing Graduate Education Students' Propensity  
toward Academic Misconduct. ED 360 370
- Fielder, Christine**  
A Content Analysis and Survey Research Review  
To Determine the Effectiveness of College Image/  
Recruitment Videos: A Pilot Study. ED 359 586
- Fiene, Richard**  
National Early Childhood Program Accreditation  
(NECPA) Annual Report, 1992. ED 360 095//
- Fingeret, Hanna Arlene**  
It Belongs to Me. A Guide to Portfolio Assessment  
in Adult Education Programs. ED 359 352
- Finnan, Christine**  
Becoming an Accelerated Middle School: Initiating  
School Culture Change. ED 360 459
- Finney, Joni E.**  
By Design or Default? A Report. ED 359 892
- Fisher, James E., Ed.**  
International Journal of Educology: A Journal of  
Research, Inquiry and Development about the  
Educational Process from an Educological Perspective,  
1987-1991.



# Author Index

- Fleming, J. L.**  
Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989.  
ED 360 351
- Fleming, S. P.**  
Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities.  
ED 360 353
- Flottum, Kjersti**  
Polyphonic Structure.  
ED 359 759
- Foard, Douglas, Ed.**  
Columbia Quincentenary. Special Issue.  
ED 360 205
- Follette, Everette**  
Science Process Vocabulary: Our Failure To Communicate.  
ED 360 185
- Follo, Eric J.**  
Accelerated Education Methods for Intellectually Gifted Secondary Students.  
ED 359 708
- Forbes, Roy H.**  
North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum.  
ED 360 133
- Ford, Helen**  
The Education of Staff and Users for the Proper Handling and Care of Archival Materials: A RAMP Study with Guidelines.  
ED 359 946
- Ford, J. Kevin**  
Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990.  
ED 360 350
- Fordham, Paul**  
Education for All: An Expanded Vision. World Conference on Education for All (Jomtien, Thailand, March 5-9, 1990). Monograph II. Roundtable Themes II.  
ED 359 363//
- Foster, John**  
Isomorphism: Many Paths, One Activity.  
ED 360 123
- Fowler, Carol A., Ed.**  
Speech Research Status Report, July-December 1992.  
ED 359 575
- Fowler, Charles**  
Understanding How the Arts Contribute to Excellent Education. Study Summary.  
ED 360 248
- Francis, Raymond W.**  
Issues in Establishing Rural Professional Development Schools.  
ED 360 112
- Frandsen, Finn**  
News Discourse: The Paratextual Structure of News Texts.  
ED 359 758
- Frasca, Joseph W.**  
Introduction to Computing: Lab Manual. Faculty Guide [and] Student Guide.  
ED 359 941
- Freedman, Susan A.**  
Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs.  
ED 359 450  
Sex, Gender and Locus of Control in College Students.  
ED 359 452  
Sextyping and Gender Schematicity: A Tenuous Relationship.  
ED 359 451
- Freeling, Meg**  
Becoming Master Learners in the Workplace. Workforce Development through Learning Initiative Teams.  
ED 359 340

- Freeman, Rebecca**  
The Importance of Participant Role in Cooperative Learning.  
ED 359 772
- Freilberg, H. Jerome**  
Observation for the Improvement of Teaching. Publication Series 91-3.  
ED 360 412
- Fretwell, Gordon, Comp.**  
ARL Annual Salary Survey, 1992.  
ED 359 955
- Friedlander, Jack**  
Are We Using Instructional Technology Effectively?  
ED 360 008  
California State Universities' Business Education Policies: Their Cost to Community College Students and the State.  
ED 360 006  
Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students.  
ED 360 007
- Friedman, Batya**  
Environmental Views and Values of Children in an Inner-City Black Community.  
ED 360 456
- Frymier, Jack**  
Replication: A New Look at an Old Idea.  
ED 360 338
- Fuhrman, Susan H., Ed.**  
Designing Coherent Education Policy: Improving the System.  
ED 359 626
- Fullilove, Mindy**  
UCSF Medical Scholars Program, 1986-1987.  
ED 359 865
- Gallagher, Arlene F., Ed.**  
Acting Together. Readers Theatre: Excerpts from Children's Literature on Themes from the Constitution.  
ED 360 238
- Gallagher, James J.**  
The Study of Federal Policy Implementation: Infants/Toddlers with Disabilities and Their Families: A Synthesis of Results.  
ED 359 737
- Garbin, Calvin P.**  
An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach.  
ED 360 337
- Garman, Barry R.**  
Orchestra Festival Evaluations: Interjudge Agreement and Relationships between Performance Categories and Final Ratings.  
ED 360 204
- Garrod, Simon**  
Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension.  
ED 359 748
- Gebeke, Debra**  
Emerging Factors in Work/Family Interference.  
ED 359 463
- Gerald, Debra E.**  
School Enrollment Expected To Surpass Historic All-Time High. Issue Brief.  
ED 360 377
- Gerlovich, Jack**  
PSInet: A Teleconferencing Network for Teachers.  
ED 360 110
- Gex, Jeannie L.**  
Library Skills Workbook. Featuring: BISON-Buffalo Information System ONLINE. 14th Edition.  
ED 359 983
- Geyer, Ruth E.**  
Parental Involvement and Its Relationship to Second Graders' Reading Achievement.  
ED 359 488
- Gifford, Jean**  
Child Care Funding Re-Assessed: Operational Subsidies, Fee Relief and Taxation Issues.

# Graves, Stephen B.

293

- ED 360 064  
Early Childhood in Australian Schools: Future Directions. A Discussion Paper Commissioned by the Schools Council. AECA Working Paper.  
ED 360 065  
A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16.  
ED 360 061
- Gillespie, LaVina**  
Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.  
ED 360 117
- Ginnane, Mary, Comp.**  
Directory and Statistics of Oregon Libraries, 1992.  
ED 359 976
- Givens, Alan**  
Quotational Choices in Impromptu Speaking: A Study in Student Preferences.  
ED 359 583
- Gleaves, Kenneth A.**  
African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest.  
ED 360 455
- Glickman, Carl D.**  
Issues and Dilemmas of Action Research in the League of Professional Schools.  
ED 360 327
- Gmelch, Walter H.**  
The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout.  
ED 359 631
- Golden, Olivia**  
Poor Children and Welfare Reform. Executive Summary of the Final Report.  
ED 360 414
- Goldstein, Bernard**  
Student Outcomes Assessment in the California State University. Report of the California State University Advisory Committee on Student Outcomes Assessment.  
ED 359 854
- Gonzalez, Roseann Duenas**  
Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10.  
ED 359 549
- Goodman, Kenneth S., Ed.**  
The Whole Language Evaluation Book.  
ED 359 500//
- Gosman, Leah**  
The Influence That Marital Status Has on the Advancement of Professional Women in Non-Traditional Fields.  
ED 360 223
- Grandin, John M.**  
A Pilot Program in International Engineering.  
ED 359 858
- Grannis, Joseph C.**  
Educational Reforms for At-Risk Students. New York City Case Study.  
ED 360 428
- Grant, Agnes**  
Joining the Circle: A Practitioners' Guide to Responsive Education for Native Students.  
ED 360 117
- Graves, Donald H.**  
Experiment with Fiction. The Reading/Writing Teacher's Companion Series.  
ED 359 552//
- Graves, Pat R., Ed.**  
Business Education Index 1992. Volume 53. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals and Yearbooks Published during the Year 1992.  
ED 359 336
- Graves, Stephen B.**  
Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series.  
ED 360 093

- Gray, I. Lee, Ed.**  
Successful Schooling for All: A Primer on Outcome-Based Education and Mastery Learning. ED 360 356//
- Gray, Lucinda**  
New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report. ED 360 313
- Green, Kathy E.**  
The Spelling Project. Technical Report 1992-2. ED 360 362
- Greenwood, Addison**  
National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities. ED 359 856
- Greer, Chuck**  
Introduction to Robotics. Teacher Edition. ED 359 425
- Griesel, Patricia**  
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- Grimes, Larry E.**  
Thinking About the Curriculum: A Summary of FIPSE Sponsored Project #G-00841209. ED 359 857
- Grisham, Dana L.**  
The Integrated Language Arts: Curriculum Enactments in Whole Language and Traditional Fourth Grade Classrooms. ED 359 495
- Groff, Warren H.**  
Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. ED 359 412
- Groote, Sabine**  
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- Gross, Patricia A.**  
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- Gross, Patricia E.**  
Gender Differences in the Decision To Seek Post-Retirement Employment. ED 359 480
- Grosse, Christine Uber**  
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- Grosset, Jane**  
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- Grymes, Joanna M.**  
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- Guerra, Michael J.**  
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- Gunawardena, Charlotte N.**  
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- Gunnarsson, Britt-Louise**  
Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels. ED 359 753
- Gunstone, Richard F.**  
Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course. ED 360 296
- Guskey, Thomas R.**  
Preservice and Inservice Professional Development Efforts Regarding Bloom's Learning for Mastery. ED 360 282
- Guthrie, John T.**  
Influences of Instruction on Amount of Reading: An Empirical Exploration of Social, Cognitive, and Instructional Indicators. Reading Research Report No. 3. ED 359 503
- Hadley, Marilyn**  
Teen Workers: Developing a Work Ethic or Gratifying Material Needs? ED 360 119
- Haggis, Sheila M.**  
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- Hahn, H. A.**  
Distributed Training for the Reserve Component: Course Conversion and Implementation Guidelines for Computer Conferencing. ED 359 916  
Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing. ED 359 918
- Haillet, P., Ed.**  
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- Haith, Marshall M.**  
Relations among Manual RT, Visual RT and IQ. ED 360 041
- Hale, Catherine**  
Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities. ED 360 083
- Halfond, Jay**  
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- Halle, James W.**  
Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration. ED 359 701
- Hallein, Joe**  
UNESCO School Libraries in Oceania Project. ED 359 958
- Hallinan, Peter**  
Special Life Skills for Community Living. ED 359 733
- Hallinger, Philip**  
From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools. ED 359 647
- Halliwell, Gail**  
Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices. ED 360 301
- Hambleton, Alice**  
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- Hambleton, Ronald K.**  
The Rise and Fall of Criterion-Referenced Measurement? ED 360 367
- Hamid, Ansley**  
The View from New York City's Crack-Plagued Neighborhoods. ED 360 438
- Hamon, Raean R.**  
Parents as Resources When Adult Children Divorce. ED 359 472
- Hannaway, Jane**  
School Districts: The Missing Link in Education Reform. ED 359 644
- Hannaway, Jane, Ed.**  
Decentralization and School Improvement: Can We Fulfill the Promise? ED 359 627
- Hanson, Trudy L.**  
Organizational Communication Feud. ED 359 588
- Harbour, J.**  
Distributed Training for the Reserve Component: Instructor Handbook for Computer Conferencing. ED 359 917
- Harchar, Rayma L.**  
Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School. ED 359 624
- Hardesty, Constance**  
Paternal Involvement and the Development of Gender Expectations in Sons and Daughters. ED 359 457
- Harik, Ramsay M.**  
Thinking about Our Future: War, Society, and the Environment. A Series of Lesson Plans. ED 360 252
- Harr, Gary Lynn**  
Academic Options for Students Affected by the Standards for Student Success. ED 360 011  
ALERT: Student Retention Tracking System. Faculty Handbook, 1990-91. ED 360 012  
Career Options: Self-Directed, Step-by-Step Career Planning. ED 360 013  
STARS: Student Assessment and Response System. ED 360 010
- Harran, Marilyn J.**  
Freshman Seminar Program: Chapman College. Final Report, 1987-89. ED 359 861
- Harris, Karen**  
Le Canada: Un pays bilingue et multiculturel. Etudes sociales: 7e année, sujet C. Cahier de l'élève et l'unité d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition). ED 360 192
- Hartfield, John, Comp.**  
An Outline of the Solar System: Activities for the Elementary Student. ED 360 168
- Harvey, Michael J.**  
Strategy for the New Principal: Negotiating the Culture of the School. Occasional Papers: School Leadership and Education Reform. OP# 12. ED 359 670
- Harwayne, Shelley**  
Living between the Lines. ED 359 550//
- Hasbach, Corinna**  
Powerful Social Studies: Concepts That Count. Elementary Subjects Center Series No. 88. ED 360 229
- Hausman, Charles**  
From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools. ED 359 647
- Hawisher, Gail E., Ed.**  
CCCC: Bibliography of Composition and Rhetoric, 1991. ED 359 522//
- Hawk, Thomas R.**  
A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students.

- Hawkins, Jan**  
Technology and the Organization of Schooling.  
Technical Report No. 28. ED 359 996
- Head, Ronald B.**  
The Academic Performance of PVCC Students  
Transferring to Virginia Public Senior Institutions  
of Higher Education (1991-92). Research Report  
Number 4-93 and PVCC Institutional Brief No.  
93-6. ED 359 933
- Healy, Kerry K.**  
The Child Care and Development Block Grant  
Program. ARCH Factsheet Number 19. ED 360 023
- Heath, Shirley Brice, Ed.**  
Identity and Inner-City Youth: Beyond Ethnicity  
and Gender. ED 360 415//
- Heffernan, Helen**  
The Garbage Crisis: Environmental Issues for  
Adult ESL Learners. ED 359 827//
- Heimlich, Joe E.**  
Nonformal Environmental Education: Toward a  
Working Definition. The Environmental Outlook.  
ERIC/CSMEE Informational Bulletin. ED 360 154
- Henriquez, Andres**  
Telecommunications and K-12 Educators: Find-  
ings from a National Survey. ED 359 923
- Henry, Kenneth J.**  
Inputs, Processes, Outcomes: The Context for  
Achievement among Economically Disadvan-  
taged Students in Appalachia. ED 360 122
- Hertz, Leo J., Ed.**  
Growing Up American: A Record. ED 359 537
- Heterick, Robert C., Jr., Ed.**  
Reengineering Teaching and Learning in Higher  
Education: Sheltered Groves, Camelot, Wind-  
mills, and Malls. Professional Paper Series, #10.  
ED 359 921
- Heywood, J.**  
Experience versus Theory in Teacher Education.  
Research in Teacher Education Monograph Se-  
ries, No. 2/91. ED 360 259
- Hiemstra, Roger**  
Self-Direction in Adult Learning: Perspectives on  
Theory, Research, and Practice. Routledge Series  
on Theory and Practice of Adult Education in  
North America. ED 359 423//
- Himsl, Ralph**  
Signs of Learning in the Affective Domain.  
ED 360 081
- Hinkley, Carl**  
Workplace Health and Safety across the Voca-  
tional/Technical Curriculum. ED 359 403
- Hodges, V. Pauline**  
Teaching At-Risk Students: A Quality Program in  
a Small Rural High School. ED 360 131
- Holland, Ann K.**  
The Impact of Homelessness: As Experienced by  
Four Cohorts of Cleveland Public School Stu-  
dents 1987-1991. ED 360 451
- Holland, Jearold W.**  
Relationships between African American Doc-  
toral Students and Their Major Advisors. ED 359 915
- Holopirek, Bonnie**  
Home School Specialist: "The Missing Link"  
[and] "The Student Connection Program." ED 360 114
- Holsclaw, Mick**  
Chancellor's Office Management Information  
System: A Report. RIE DEC 1993
- Holst, Patricia**  
District-Wide Testing Results, Technical Report,  
1991-92. OPET Report. ED 360 009
- Holt, Grace D.**  
Cov Hauv Kev Kawm Ntawv Rau Cov Niamtxiv  
Hauv Neeg Tsawg. Yog Npaj Los Rau Hauv Neeg  
Hmoob (Parenting Curriculum for Language Mi-  
nority Parents. Hmong Language). ED 360 401
- Holt, Grace D.**  
Curso de Paternidad para Padres de Lengua  
Minoritaria: Guia en Espanol (Parenting Curricu-  
lum for Language Minority Parents: Guide in  
Spanish). ED 360 405
- Holt, Grace D.**  
Giao-Trinh Huan-Luyen Phu-Huynk Goc  
Ngon-Ngu Thieu-So: Ban Viet-Ngu (Parenting  
Curriculum for Language Minority Parents: Viet-  
namese Guide). ED 360 400
- Holt, Grace D.**  
(Parenting Curriculum for Language Minority  
Parents: Bilingual Guide English-Khmer). ED 360 406
- Holt, Grace D.**  
(Parenting Curriculum for Language Minority  
Parents: Chinese Language). ED 360 404
- Holt, Grace D.**  
(Parenting Curriculum for Language Minority  
Parents: Korean Language). ED 360 403
- Holt, Grace D.**  
(Parenting Curriculum for Language Minority  
Parents: Lao Language). ED 360 402
- Holten, Darold D.**  
Graduate Education: Turning Graduate Students  
into Professors. Final Report. ED 359 884
- Holtzman, Wayne H., Ed.**  
Shared Opportunities for Schools and Commu-  
nities. Robert Lee Sutherland Seminar (8th, Austin,  
TX, September 25-26, 1992). ED 359 600
- Honey, Margaret**  
Telecommunications and K-12 Educators: Find-  
ings from a National Survey. ED 359 923
- Hopfenberg, Wendy**  
Growth and Learning in Accelerated Schools: Big  
Wheels and Little Wheels Interacting. ED 360 449
- Hopfenberg, Wendy S.**  
The Accelerated Middle School: Moving from  
Concept toward Reality. ED 360 458
- Hosler, Mary Margaret**  
The History of the National Business Education  
Association. ED 359 385
- Hosler, Russell J.**  
The History of the National Business Education  
Association. ED 359 385
- Howard-Vital, Michelle R.**  
African American Women and Mentoring. ED 360 425
- Howell, Charles**  
Proposal for an Advanced Writing Course-Per-  
spectives on Professional Knowledge. ED 359 517
- Hsu, Tse-Chi**  
The Effect of the Multivariate Box-Cox Transfor-  
mation on the Power of MANOVA. ED 360 348
- Huang, Hertz**  
Schools and Staffing Survey, 1990-91: Sample  
Design and Estimation. Technical Report. ED 360 380
- Hughes, Muriel M. Ah Sing**  
Relationships among Various Demographic Vari-  
ables and Measures of Teacher Competence:  
Making Sense of a Variety of Bivariate Correla-  
tions. ED 360 261
- Hussar, William J.**  
School Enrollment Expected To Surpass Historic  
All-Time High. Issue Brief.
- Hutchings, Meredith**  
"Projects"-The Link between Literacy and the  
Real World. ED 359 806
- Hutchinson, Mary Anne**  
The Composition Teacher as Drudge: The Pitfalls  
and Perils of Linking across the Disciplines. ED 359 553
- Hutchison, Thomas W.**  
Problems of Diffusion in High Technology: Com-  
pact Disc-Interactive (CD-I)-A Case Study. ED 359 920
- Hyman, Jeff**  
Training at Work: A Critical Analysis of Policy  
and Practice. ED 359 431//
- Hymel, Glenn M.**  
The Internationalization of Bloom's Learning for  
Mastery: A 25-Year Retrospective-Prospective  
View. ED 360 333
- Hymel, Glenn M., Ed.**  
Successful Schooling for All: A Primer on Out-  
come-Based Education and Mastery Learning. ED 360 356//
- Iams, Donna R.**  
Gender Differences in the Decision To Seek  
Post-Retirement Employment. ED 359 480
- Iannozzi, Maria**  
Challenge: To Develop Incentives for Investment  
in Educational Attainment in Order To Produce  
a More Productive, More Competitive Work-  
force. EQW Issues Number 5. ED 359 353
- Iino, Masakazu**  
The Trap of Generalization: A Case of Encounter-  
ing a New Culture. ED 359 773
- Imel, Susan**  
Youth Apprenticeship. Trends and Issues Alerts.  
ED 359 375
- Impara, James C.**  
Joint Committee on Competency Standards in  
Student Assessment for Educational Administra-  
tors Update: Assessment Survey Results. ED 360 354
- Inderbitzen, Heidi M.**  
An Investigation of the Construct Validity of the  
Teenage Inventory of Social Skills: A Convergent  
Multivariate Approach. ED 360 337
- Ingels, Steven J.**  
Exclusion of Students with Barriers to Participa-  
tion in NELS:88-Baseline Excluded Students  
Two and Four Years Later. ED 360 371
- Ingram, Ellen**  
Attitudes of Suicidal Ideators and Non-Ideators  
toward Suicide. ED 359 445
- Ispa, Jean M.**  
Continuity between Parents and Family Child  
Care Providers: Does It Matter? ED 360 057
- Jackson, Gloria D., Ed.**  
The Mirror: A Newsletter of Multicultural Chil-  
dren's Literature, 1991-1993. ED 360 433
- Jackson, Shirley A.**  
Educating Young Children Prenatally Exposed to  
Drugs and At Risk. Report and Resource Com-  
pendium. ED 359 682
- Jacobs, Cecelia**  
Bridging American Indian Culture and the New  
Science Paradigm. Science of Alcohol Curriculum  
for American Indians. Training Unit [and] Partic-  
ipant Booklet. ED 360 105
- Jacobs, Cecelia**  
The Central Nervous System and Alcohol Use.  
Science of Alcohol Curriculum for American  
Indians. Training Unit [and] Participant Booklet.



- ED 360 107  
The Digestive System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet.  
ED 360 106
- Jacoby, Barbara C., Ed.**  
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ED 359 649
- Jaeger, Richard M.**  
Integrating Multi-Dimensional Performances and Setting Performance Standards.  
ED 360 326  
Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom.  
ED 360 325
- Jenison, Mary Ellen**  
Project ABLE: Academic Bridges to Learning Effectiveness.  
ED 359 705
- Jenne, Joel**  
Effects of Institutional Forces on Novice Social Studies Teachers' Curricular Decision-Making.  
ED 360 278
- Jennings, Carol L.**  
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- Jensen, Rita A.**  
Factors Which Effective Teachers Identify as Contributing to Their Success.  
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- Jervis, Kathe, Ed.**  
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ED 360 418//
- Johnson, Alberta C.**  
"How To Do What's Best for YOU" - A Workshop for Adolescents.  
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- Johnson, Dale L.**  
Tobacco Smoke in the Home and Child Intelligence.  
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- Johnson, David R.**  
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- Johnson, Dorothy**  
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- Johnson, George**  
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ED 359 939
- Johnson, Leannor Boulia**  
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ED 360 421//
- Johnson, Paul**  
Literacy through the Book Arts.  
ED 359 484//
- Johnson, Phyllis**  
Community Service Partnerships: African-American Owned Radio's Commitment to Education.  
ED 360 422
- Johnson, Reid**  
South Carolina Higher Education Assessment (SCHEA) Project. Final Report.  
ED 359 862
- Johnson, Richard S.**  
TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series.  
ED 359 430//
- Johnson, Steve**  
[Appraisal of Audiovisual Materials.]  
ED 359 934
- Johnson, William B.**  
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ED 360 346
- Johnson, William L.**  
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ED 360 369  
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ED 360 336
- Jones, Alan H.**  
Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers.  
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- Jones, Anthony V.**  
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- Jones, Gary M., Ed.**  
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- Jones, Judy A.**  
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- Jordan, Jane**  
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ED 359 837
- Joslin, Paul**  
PSinet: A Teleconferencing Network for Teachers.  
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- Kaczynski, Daniel J.**  
Condoning Drug Education Programs at Colleges and Universities.  
ED 359 876
- Kagan, Sharon L.**  
Family Education and Training: From Research to Practice. Implementation Plan. Report No. 14.  
ED 360 044
- Kahn, Peter H., Jr.**  
Environmental Views and Values of Children in an Inner-City Black Community.  
ED 360 456
- Kalina, Michelle**  
How To Institute the Cross/Angelo Classroom Assessment Training Program on a College Campus, or, How To Create a Dynamic Teaching/Learning Partnership between Teachers and Students.  
ED 359 994  
What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.  
ED 359 995
- Kaltwasser, Stan**  
Introduction to Robotics. Teacher Edition.  
ED 359 425
- Kane, Michael**  
Comments on the NAE Evaluation of the NAGB Achievement Levels.  
ED 360 398
- Kane, William M.**  
Step by Step to Comprehensive School Health: The Program Planning Guide.  
ED 360 304
- Karge, Belinda Dunnick**  
Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education.  
ED 360 280  
Beginning Teachers: In Danger of Attrition.  
ED 360 281
- Karr-Kidwell, PJ**  
A Staff Development Program Designed To Reach the Partnership School's Goals: Cooperative Learning Strategies, Coaching Sessions and a Narrowed Academic Performance Gap among Student Populations.
- Karseth, Berit**  
The Emergence of a New Educational Program at the University of Oslo.  
ED 359 878
- Kasen, Carole M., Ed.**  
A Guide for Parents of the Gifted Child.  
ED 359 712
- Kates, Erika**  
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ED 360 215//
- Katz, Lilian G.**  
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Trends and Issues in the Dissemination of Child Development and Early Education Knowledge. Perspectives from ERIC/EECE: A Monograph Series, No. 2.  
ED 360 102
- Katz, Phyllis A.**  
Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings.  
ED 360 071
- Kaufman, Judith S.**  
Mood and Memory Research: The Need for a More Wholistic Approach.  
ED 360 347
- Kaufman, Roger**  
Quality Management Plus: The Continuous Improvement of Education.  
ED 359 603
- Kaufman, Steven**  
Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report.  
ED 360 380
- Kaur, Satwant**  
Bridges to Leadership 2000: Howard University Youth Leadership Program.  
ED 359 673
- Kauth, Michelle**  
The Effects of Personal Characteristics on Mentoring Activities.  
ED 359 448
- Kay, Sandra**  
On the Nature of Expertise.  
ED 359 709
- Keith, Joanne**  
Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529.  
ED 359 458
- Kelchtermans, Geert**  
A Teacher Is a Teacher Is a Teacher Is a...: Teachers' Professional Development from a Biographical Perspective.  
ED 360 292
- Kells, H. R.**  
Self-Regulation in Higher Education. A Multi-National Perspective on Collaborative Systems of Quality Assurance and Control. Higher Education Policy Series 15.  
ED 359 904//
- Kennard, Linda, Ed.**  
Starting Right, Starting Right Now. Report of the Louisiana Early Childhood Study Commission, 1993.  
ED 360 058
- Kerka, Sandra**  
Gender Equity in Vocational Education. Trends and Issues Alerts.  
ED 359 376
- Kerr, M. Kaye**  
Assessment of School Maladjustment.  
ED 360 054  
Background Factors Predicting Teacher Ratings  
R1E DEC 1993

# Author Index

- of Children's School Performance. ED 360 053
- Kessler, Anne, Ed.**  
Sharing Our Stories & Traditions. Annual Bilingual Multicultural Education Equity Conference [Report] (18th, Anchorage, Alaska, February 5-7, 1992). ED 360 132
- Kilbey, M. Maryne, Ed.**  
Methodological Issues in Controlled Studies on Effects of Prenatal Exposure to Drug Abuse. Research Monograph 114. ED 360 040
- Kimmel, Ellen**  
Modifying Teachers' Attributions: An Education-Consultation Approach. ED 359 441
- Kimmel, Ellen B.**  
Gender and Cultural Diversity Bias in Developmental Textbooks. ED 359 478
- Kimmel, Paul R.**  
Assessing the Impact of Peace Building Processes. ED 360 254
- King, Christine**  
Library Skills for Psychological Research: A Workbook for Psychology 121. 3rd Edition. ED 359 953
- King, Kendall A.**  
"Sticking Points": Effects of Instruction on NNS Refusal Strategies. ED 359 774
- King, Martha P.**  
Healthy Kids! State Initiatives To Improve Children's Health. ED 360 096
- Kirby, Peggy C.**  
Information Utilization in Restructuring Schools: The Role of the Beginning Principal. ED 359 646
- Kirisci, Levent**  
The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348
- Kirk, Joyce**  
Information Skills: An Educational Perspective for Tomorrow. ED 359 981
- Kitching, Christopher**  
The Impact of Computerization on Archival Finding Aids: A RAMP Study. ED 359 947
- Kivlahan, Daniel R.**  
Motivational Profiles of Veterans Seeking Substance Abuse Treatment: Profiles Based on Stages of Change. ED 359 453
- Klawiter, Arlene, Ed.**  
Handbook for Implementing a District Gifted Education Plan. ED 359 714
- Klein, Gary M.**  
Helping Students Find Sensitive Material: A Guide to the Literature on Homosexuality for Librarians and Faculty. ED 359 990
- Kleinfeld, Judith, Ed.**  
Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome. ED 360 146//
- Kniep, Willard, Ed.**  
Perspectives from the South in Development Education. Development Education Annual 1990/1991. ED 360 203
- Knight, George P., Ed.**  
Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies. ED 360 121//
- Kobayashi, Keiko**  
Beginning of Movement for Re-Education of Parents in Japan in the 1920's. ED 360 042
- Koehn, Timothy, Ed.**  
New Focuses on European Extension Education: The Issues. Proceedings of the European Seminar on Extension Education (10th, Vila Real, Portugal, September 1-9, 1991). ED 359 328
- Kohl, Herbert**  
I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays. ED 360 407//
- Kojima, Hideo**  
Social Support and School Adjustment in Japanese Elementary School Children. ED 360 075
- Konrad, Abram G.**  
A Green Paper on Board Governance of the Colleges of Applied Arts and Technology in Ontario. ED 359 880
- Koonce, Sharon**  
Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential. ED 360 048
- Koopmans, Matthijs**  
Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991. ED 360 340
- Kopacs, Rosemarie**  
Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991. ED 360 340
- Koppel, Sheree P.**  
Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College. ED 359 999
- A Report on the KAIR Survey of Information Sharing Needs. ED 359 998
- Koppes, Peggy**  
Knights of the Round-Table. ED 360 210
- Kourilsky, Marilyn**  
Generative Teaching and Personality Characteristics of Student Teachers. ED 360 288
- An Integrated Teacher Education Model for Enhanced Economic Literacy of Primary Teachers. ED 360 287
- Kozma, LuAnne Gaykowski**  
Folkpatterns 4-H Leader's Guide: A Cultural Heritage Project. ED 360 199//
- Krasnow, Jean**  
Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program." ED 360 323
- Krasnow, Maris H.**  
Waiting for Thursday: New Teachers Discover Teaching. ED 360 290
- Krawiec, Joanne**  
Maine's Approach to Global Education. ED 360 193
- Krug, Samuel E.**  
Instructional Leadership, School Instructional Climate, and Student Learning Outcomes. Project Report. ED 359 668
- Kull, Judith A.**  
Perceptions of Recent Graduates: Leadership and "Standing Out." ED 360 271
- Kupper, Lisa, Ed.**  
National Symposium on Effective Communication for Children and Youth with Severe Disabilities (2nd, McLean, Virginia, July 10-12, 1992): Topic Papers, Reader's Guide & Videotape. ED 359 692
- Kushner, Thomasine**  
Improving Hospital Ethics Committees (HEC): Educating across the Health Professions. ED 359 860
- Lehman, Bernadette B.** 297
- Kuzbik, John**  
Can We Talk? Effective Lecturing in the Classroom: Instructional Strategies Series No. 9. ED 360 307
- Kwong, Sophia S.**  
The Impact of Membership Diversity on School Council Decision Making. ED 359 645
- Kyle, Beth Ann**  
Acid Rain: A Student's First Sourcebook. ED 360 159
- Kyllonen, Patrick C.**  
Knowledge and Processing Speed as Determinants of Associative Learning. Interim Technical Paper for Period February 1986-February 1987. ED 360 345
- Lacampagne, Carole B.**  
State of the Art: Transforming Ideas for Teaching and Learning Mathematics. ED 360 188
- Lagache, Edouard**  
"Diving" into Communities of Practice: Examining Learning as Legitimate Peripheral Participation in an Everyday Setting. ED 360 387
- Lambert, Beverley, Ed.**  
Changing Faces: The Early Childhood Profession in Australia. ED 360 060
- Lambert, Esther**  
Signs of Learning in the Affective Domain. ED 360 081
- Lane, Debra**  
Attitudes toward Child Suicide. ED 359 476
- Latta, Gail F., Comp.**  
Liaison Services in ARL Libraries. SPEC Kit 189. ED 359 971
- Lau, Alex**  
Retraining the European Workforce: How Technologies Can Help. Training Discussion Paper No. 95. ED 359 320
- Lavoritano, Joseph**  
A Program Evaluation of Short Term Counseling with Primary Grade Children. ED 359 460
- Lawler-Prince, Dianne**  
Public School Kindergartners: Isolates, Low Self-Concept, and Family Status. ED 360 062
- Leas, David**  
Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges. ED 360 000
- Lee, Wen-Shu**  
Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content. ED 359 568
- Lee, William M.**  
Automated Item Banking and Test Development. Final Technical Paper for Period October 1987-April 1988. ED 360 344
- Legault, Frederic**  
Gender Differences in the Perceptions of Affiliative Networks in Primary School. ED 360 070
- Legum, Stanley**  
The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations. ED 360 375
- Lehman, Bernadette B.**  
For Our Children (FUN): A Family Literacy Project for Adult Basic Education Classes. Occasional Paper. ED 359 506

- Lehnen, Robert G.**  
What Do SAT Scores Say about Indiana's Education Performance? Policy Bulletin No. PB-1.2.  
ED 359 614

- Leicester, Mal**  
Race for a Change in Continuing and Higher Education. The Cutting Edge Series.  
ED 359 368//

- Lerman, Robert I.**  
Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5.  
ED 359 325

- Lerner, Marlene R.**  
The Preservice Teacher Education Program as Described in Journals.  
ED 360 276

- Lesser, Donna L., Ed.**  
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ED 359 683

- Leue, Mary M., Ed.**  
SKOLE: The Journal of the National Coalition of Alternative Community Schools, 1988-1992.  
ED 360 126

- Levitan, Sar A.**  
The Equivocal Prospects for Indian Reservations. Occasional Paper 1993-2.  
ED 360 129

- Levy, Gary D.**  
Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings.  
ED 360 071

- Lewis, Anne**  
Leadership Styles.  
ED 359 630

- Lewis, Laurie L.**  
Survey on Undergraduate Education in Sociology. Higher Education Surveys Report. Survey Number 15-Sociology.  
ED 360 216

- Lewis, Michael**  
The Culture of Inequality. Second Edition, with a New Introduction.  
ED 360 464//

- Lewkowicz, Corinne J.**  
Deaf Children's Sex-Role Stereotypes as a Function of Language Ability.  
ED 359 576

- Lezotte, Lawrence W.**  
Creating the Total Quality Effective School.  
ED 359 611

- Lezotte, Lawrence W., Ed.**  
Effective Schools Practices That Work.  
ED 359 649

- Liben, Lynn S.**  
Deaf Children's Sex-Role Stereotypes as a Function of Language Ability.  
ED 359 576

- Liddicott, Anthony, Ed.**  
Language Planning and Language Policy in Australia.  
ED 359 801//

- Lieb, Barbara, Comp.**  
Achieving World Class Standards: The Challenge for Educating Teachers. Proceedings of the OERI Study Group on Educating Teachers for World Class Standards (Washington, D.C., March 22-24, 1992).  
ED 360 314

- Lightner, John W.**  
A Survey of the Professional Audio Industry in an Eight State Region To Assess Employers' Perceived Value of Formal Audio Education and Their Perceived Training Needs for Entry-Level Employees.  
ED 359 404

- Lillibridge, Fred**  
Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges.  
ED 360 000

- NMSU-Alamogordo Institutional Assessment and Strategic Planning (IASP) Process: A Handbook. (Version 1.1).**  
ED 360 001

- Lillibridge, Fred, Ed.**  
Three-Year Strategic Plan for New Mexico State University-Alamogordo, 1993-1996.  
ED 360 002

- Lim, Tock Keng**  
Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis.  
ED 360 330

- Lincoln-Porter, Felicia**  
Planning Language-in-Education in Arkansas: A Case Study.  
ED 359 775

- Lindeberg, Ann-Charlotte, Ed.**  
Nordic Research on Text and Discourse. NORD-TEXT Symposium (Espoo, Finland, May 10-13, 1990).  
ED 359 746

- Linden, Kathryn W.**  
Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions.  
ED 360 329

- Lionton, Lynn Balster**  
Transformational Leadership: Profile of a High School Principal.  
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- Little, D. G., Ed.**  
Language Learning in Formal and Informal Contexts. Proceedings of a Joint Seminar of the Irish and British Associations for Applied Linguistics (Dublin, Ireland, September 11-13, 1984).  
ED 359 786

- Little, Judith Warren**  
Stretching the Subject: The Subject Organization of High Schools and the Transformation of Work Education.  
ED 359 365

- Littleton, Karen**  
Gender and Software Effects in Computer-Based Problem Solving.  
ED 359 924

- Loheyde, Kristin I.**  
Foreign Language Teaching at the University of Pennsylvania: A Language Planning Case Study.  
ED 359 776

- Loos, Eugene, Ed.**  
Notes on Linguistics, 1991.  
ED 359 805

- Loucks, Bryan**  
Justice-Related Children and Family Services for Native People in Ontario. A Discussion Paper. Revised.  
ED 360 109

- Louis, Karen Seashore**  
Beyond Bureaucracy: Rethinking How Schools Change.  
ED 359 654

- Lowe, Marilyn T.**  
Cooperative Planning and Information Access Skills.  
ED 359 974

- Lucal, Betsy**  
Battered Husbands and Battered Wives: Why One Is a Social Problem and the Other Is Not.  
ED 359 483

- Laedtke, Jacqueline R.**  
Maximizing Participation of Women in Collegiate Aviation Education. NIAR Report 93-14.  
ED 359 885

- Lukes, Marguerite, Ed.**  
Pages from Life: Families Write Together = Páginas de la Vida: Familias Escriben Juntas.  
ED 360 463//

- Luna, Cathy**  
Story, Voice, and Culture: The Politics of Narrative in Multicultural Education.  
ED 359 777

- Lyman, Linda L.**  
Connected Knowing: Evaluating a Women and Leadership Seminar.  
ED 359 873

## Author Index

- Lynch, Richard L., Ed.**  
Apparel and Accessories. Second Edition. Career Competencies in Marketing Series.  
ED 359 342

- Lyon, Anne, Ed.**  
TVA-A World of Resources.  
ED 360 152

- Macdonald, Maritza B.**  
Professional Accountability in a Learning-Centered Elementary School.  
ED 359 594

- Maehr, Martin L.**  
A Theory-Based Approach to Restructuring Middle Level Schools.  
ED 359 669

- Marcus, Carol E., Ed.**  
Working with Youth in High-Risk Environments: Experiences in Prevention. OSAP Prevention Monograph-12.  
ED 359 461

- Marrow, Alvin J.**  
The Hazard Community College "50 Mile Club."  
ED 360 326

- Marshood, Nabil**  
Assessment of Field Placement.  
ED 360 015

- Marsiglia, Flavio F.**  
The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991.  
ED 360 451

- Martin, Grace**  
Educational and Vocational Guidance for Girls and Women: Expert Meeting on Educational and Vocational Guidance for Girls and Women (Paris, France, February 20-24, 1989).  
ED 359 477

- Martinez, Barbara**  
Failing Students-Is It Worth the Cost? Issue Paper #3.  
ED 359 666

- Martinez, Deirdre**  
State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda.  
ED 360 465

- Marx, Gary**  
Working with the News Media.  
ED 359 629

- Mason, Diana**  
Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Nonscience Major Chemistry Course.  
ED 360 179

- Masse-Raimbault, Anne-Marie**  
Feeding Babies: From Breast Milk to the Family Dish.  
ED 360 049

- Matsen, Marie E.**  
The Institutional Researcher as Interpreter and Critic.  
ED 360 024

- Mauranen, Anna**  
Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing.  
ED 359 765

- May, Wanda T.**  
Good Teachers Making the Best of It: Case Studies of Elementary Art and Music Teaching. Elementary Subjects Center Series No. 100.  
ED 360 230

- A Summary of the Findings in Art and Music: Research Traditions and Implications for Teacher Education. Elementary Subjects Center Series No. 88.**  
ED 360 247

- Mayland, Valen**  
Monsters Make Stories.  
ED 360 399

- McAlexander, Patricia J.**  
ED 360 399



- Mina Shaughnessy in the 1990s: Some Changing Answers in Basic Writing. ED 359 562
- McAuliffe, Anne, Ed. Gender Equity in Vocational Education. WEEA Digest. ED 359 433
- Mentoring in Educational Settings: Unresolved Issues and Unanswered Questions. WEEA Digest. ED 359 434
- McCall, Jeffrey M. The Media Workshop Hybrid in Media Education Reform. ED 359 573
- McCarroll, Judith A. Placement Testing and Student Success: The First Intervening Variable. ED 360 018
- McCarthy, Joseph M. Innovation in Late Medieval Educational Thought: Vincent of Beauvais, Ramon Lull, and Pierre Dubois. ED 360 242
- McClain, Gerald R. The CAD Survival Kit. Teacher Edition. ED 359 424
- McElhaney, Sandra J. Children's Mental Health and Their Ability To Learn. Occasional Paper #8. ED 359 720
- McEwan, Anna E. On Becoming a Sojourning Community. ED 359 914
- McFarland, Deborah A. A Management System for Refocusing Student Writing through Personalization and Cooperative Learning. ED 359 557
- McGinnis, J. Randy Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis. ED 360 184
- McGowan, Thomas M. In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative. ED 359 890
- McGrew-Zoubi, Robin R. Forming Consortia: A Promising Approach to Restructuring in the Small School. ED 360 124
- McHewitt, Earl R. Graduation Rate Differences within the VCCS, August 1993. ED 360 036
- McLaughlin, Milbrey W., Ed. Identity and Inner-City Youth: Beyond Ethnicity and Gender. ED 360 415//
- McLean, James Assuring Best Practices in Communication for Children and Youth with Severe Disabilities. ED 359 693
- McLeod, Alan Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books. ED 359 564
- McMullan, Bernard J. Understanding How the Arts Contribute to Excellent Education. Study Summary. ED 360 248
- McNulty, Brian A. Part H of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Annual Performance Report, Year IV (1990-1992). ED 359 731
- McVay, Micheal R. A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion). ED 360 357
- Meehan, Merrill L. West Virginia Adolescents' Health Risk Behaviors: Differences by Gender, Age, Grade Level, and Level of Rurality. ED 360 134
- Meehan, Teresa M., Ed. University of New Mexico Working Papers in Linguistics, Volume 1. ED 359 783
- Mehrotra, Jena Emerging Factors in Work/Family Interference. ED 359 463
- Melander, Bjorn Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data. ED 359 754
- Mercurio, Kristine Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report. ED 360 444
- Merkin, Rebecca Safe Sex and Compliance-Gaining Strategy Usage among College Students. ED 359 590
- Merlin, Shirley B. Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report. ED 359 373
- Merriam, Sharan B., Ed. Handbook of Adult and Continuing Education. The Jossey-Bass Higher Education Series. ED 359 411//
- Metzgar, Judith A Survey of the Writing Needs of Graduates of Two Selected Community College Programs of Study. Curriculum and Program Planning Seminar. ED 359 542
- Midgley, Carol A Theory-Based Approach to Restructuring Middle Level Schools. ED 359 669
- Millar, Susan Bolyard Monological Innovation versus Polylogical Improvement. ED 359 871
- Miller, Barbara Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria. ED 360 240
- Miller, Elizabeth I. The Equivocal Prospects for Indian Reservations. Occasional Paper 1993-2. ED 360 129
- Miller, Ronald L. A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing. ED 359 520
- Mills, Brett D. Physical Education in Higher Education: What Should We Name Ourselves? ED 360 264
- Review of Literature: Utilizing Film/Videotape through Modeling or Self Examination of Performance To Enhance Performance. ED 360 266
- Mills, Heidi, Ed. Portraits of Whole Language Classrooms: Learning for All Ages. ED 359 501//
- Mills, Sheryl F.Y.I. For Your Imagination: Focused Imaging. Instructional Strategies Series No. 12. ED 360 310
- Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7. ED 360 305
- Milne, Bruce G., Ed. A Guide for Parents of the Gifted Child. ED 359 712
- Mintz, Mindy S. When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First. ED 359 716
- Mir, Montserrat Direct Requests Can Also Be Polite. ED 359 799
- Mirenda, Pat Enhancing Curricular Designs. ED 359 702
- Miyakawa, Juji Social Support and School Adjustment in Japanese Elementary School Children. ED 360 075
- Moeller, Babette Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes. ED 359 707
- Moneyhun, Clyde Argument, Free Speech, and the Politics of Deliberation in the Composition Classroom. ED 359 530
- Monroe, Suzanne S. Doors and Windows of My Mind: Thresholds of Visual Thinking. ED 360 213
- Montag, Carol, Ed. Progressive Education for the 1990s: Transforming Practice. ED 360 418//
- Montgomery, Becky Crisis Nursery Services-Responding to Parental Concerns. ARCH Factsheet Number 20. ED 359 723
- Moore, Cory Maximizing Family Participation in the Team Process. ED 359 694
- Moore, Gordon A Randomized Controlled Trial Evaluating the Impact of the New Pathway Curriculum at Harvard Medical School. Final Report. ED 359 866
- Moore, Rick, Ed. Gifted Education Resource Directory. ED 359 715
- Moran, Michael G. The Effect of Budget Cuts at the University of Georgia. ED 359 518
- Morgan, Frank Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 through 1990-91. E.D. TABS. ED 359 888
- Morgan, Harry An Analysis of Gardner's Theory of Multiple Intelligence. ED 360 088
- A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information. ED 359 438
- Morgan, Rosalind African American Women and Mentoring. ED 360 425
- Morse, Marie Le Francais a l'elementaire: Guide pedagogique, deuxieme cycle. Francais - langue maternelle (Elementary School French: Teaching Guide, Second Cycle. French - Native Language). ED 359 792
- Le Francais a l'elementaire: Guide pedagogique, premier cycle. Francais - langue maternelle (Elementary School French: Teaching Guide, First Cycle. French - Native Language). ED 359 791
- Morse, Susan C. Personnel Training for Parents, Preschoolers, and Professionals: Working with Young Children

- from Migrant Families. Burning Issues Series.  
ED 360 139
- Mortimore, Peter**  
Small, Rural and Effective: A Study of Secondary Schools. Warwick Papers on Education Policy, No. 1.  
ED 360 142
- Morton, Shirley T.**  
Charting the Course of Lifelong Learning for Blacks.  
ED 359 317
- Mowery, Diane**  
The Phrase of the Phallic Feminine: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy.  
ED 359 534
- Muldner, Carl**  
Comprehensive Long Range Plan for Instructional Technology.  
ED 359 919
- Mulholland, Lori**  
Charter Schools: A Viable Reform Initiative.  
ED 359 662
- Mullis, Ina V. S.**  
NAEP 1992 Mathematics Report Card for the Nation and the States.  
ED 360 190
- Mulvaney, Mary Kay**  
Two Negatives Equal a Positive: Semiotic Mediation in Peer Tutoring.  
ED 359 528
- Mulvey, Patrick J.**  
Enrollments and Degrees.  
ED 359 902
- Munas, Mark A.**  
The Development and Implementation of Inservice Management Training for Entry-Level Classified Personnel: Phase One-Personnel Selection.  
ED 359 655
- Munn, Pamela**  
Students' Perceptions of Access Courses. A Survey. Research Report Series.  
ED 359 361  
Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17.  
ED 359 360
- Murphy, Francis**  
Comprehensive Long Range Plan for Instructional Technology.  
ED 359 919
- Murphy, Joseph, Ed.**  
Preparing Tomorrow's School Leaders: Alternative Designs.  
ED 359 628
- Muzio, Jeanette A.**  
A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses.  
ED 359 945
- Myers, Scott A.**  
Safe Sex and Compliance-Gaining Strategy Usage among College Students.  
ED 359 590
- Nagy-Darvas, Judith**  
The Studio in a School Association Professional Development/Mentoring Program, 1991-92. OREA Report.  
ED 360 244
- Nash, Margaret A., Ed.**  
Changing Roles of Men and Women: Educating for Equity in the Workplace. Curriculum Guide.  
ED 359 410
- Naslund, Harry**  
Identity Relations and Superthemes in Swedish LSP Texts.  
ED 359 755
- Nathanson, Jeanne H., Ed.**  
Partnerships for Learning.  
ED 359 686
- Natriello, Gary**  
Matching School Resources and Student Needs: Scheduling and Assignment Problems in High Schools Serving At-Risk Youth. Final Report.  
ED 360 429
- Neal, Larry L.**  
International Curriculums.  
ED 360 262
- Neapolitan, D. M.**  
An Analysis of the Formal Features of "Reality-Based" Television Programs.  
ED 360 063
- Nettles, Michael T.**  
Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project.  
ED 360 443
- Newman, Denis**  
The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29.  
ED 359 932
- Newman, Isadore**  
The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses.  
ED 359 475
- Newman, Judith M., Ed.**  
Finding Our Own Way: Teachers Exploring Their Assumptions.  
ED 359 499//
- Newton, Derek**  
Working with Numbers.  
ED 359 326
- Niaz, Mansoor**  
Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability.  
ED 360 180
- Nickell, Pat**  
Alternative Assessment: Implications for Social Studies. ERIC Digest.  
ED 360 219
- Niemierko, Boleslaw**  
Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments.  
ED 360 334
- Nilson, Linda B.**  
Graduate Education: Turning Graduate Students into Professors. Final Report.  
ED 359 884
- Nitko, Anthony J.**  
Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments.  
ED 360 334
- Niyekawa, Agnes**  
Design for Cross-Cultural Learning.  
ED 360 417//
- Nordeen, Barb Nelson**  
Commitment in Relationships: A Look at Constraint and Dedication.  
ED 359 470
- Northfield, Jeff R.**  
Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course.  
ED 360 296
- Norton, Robert E.**  
DACUM and Tech Prep: Dynamic Duo.  
ED 359 339  
SCID: Model for Effective Instructional Development.  
ED 359 338
- Novak, Donald E.**  
Cultural Diversity: Preparing Communication Majors for the Real World.  
ED 359 571
- Nurs, Joanne R.**  
Clayton Family Literacy and School Support Services Project: Project Class. Final Report.  
ED 359 831
- Nyyssönen, Heikki**  
Lexis in Discourse.  
ED 359 751
- O'Brien, Thomas V.**  
Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961.  
ED 360 454
- O'Dowd, Elizabeth**  
Pragmatics and Morphosyntactic Acquisition: A Case Study.  
ED 359 798
- Ockenden, Sandy**  
Consumerism & Development.  
ED 360 250
- Ohrn, Deborah Gore, Ed.**  
Lake Life.  
ED 360 222
- Okebukola, Peter Akinsola**  
Making College Science Transparent through the Use of Concept Maps.  
ED 360 167
- Olds, Barbara M.**  
A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing.  
ED 359 520
- Olen, Sandra**  
Books and Media for All South African Children in the 21st Century?  
ED 359 960
- Olesen, Kirsten Britt**  
Student Attitudes towards Rhetorical Criticism in Individual Events Competition.  
ED 359 569
- Oliker, Michael A.**  
B. Othanel Smith, Douglas McGregor, and the Philosophical Analysis of the Discourse of Institutional Democracy in Education: An Essay with Bibliographies.  
ED 360 225
- Oliver, S. Kemble, III**  
Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success-Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH. Telecommunications Grant (1 July 1992-1 April 1993).  
ED 359 973
- Olmstead, Phyllis M.**  
Readability of Central Florida Newspapers.  
ED 359 508
- Opuni, Kwame A.**  
Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential.  
ED 360 048
- Ordovensky, Pat**  
Working with the News Media.  
ED 359 629
- Ortiz, Robert W.**  
Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers.  
ED 360 144
- Osborne, Jeanne S.**  
A Report on the KAIR Survey of Information Sharing Needs.  
ED 359 998
- Ostertag, Vesna**  
Strategies for Dissemination of Principles and Concepts of Education for Peace.  
ED 360 200
- Ostwald, M. J.**  
The Application of Problem Based Learning to Distance Education.  
ED 359 398
- Ouellette, Bruno**  
L'alphabétisme chez les Franco-Albertains (Illiteracy among French Speaking Residents of Alberta).  
ED 359 813
- Ozog, A. Conrad K., Ed.**  
Bilingualism and National Development.  
ED 359 800//
- Palmer, Pamela**  
Comparison of the Armed Services Vocational  
RIE DEC 1993

## Author Index

Aptitude Battery to the General Aptitude Test Battery. Final Technical Paper for Period January 1987-January 1990.

ED 360 343

### Pankow, Christiane

Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News.

ED 359 757

### Papandreou, A. P.

The Projects Strategy in Curriculum and Instruction.

ED 359 769

### Pare, Joan

Unemployment and Child Abuse in a Rural Community: A Diverse Relationship.

ED 360 143

### Paredes, Vicente

School Correlates with Student Persistence To Stay in School.

ED 359 599

### Parisi, Lynn

Individual Rights in International Perspective: Lessons on Canada, Mexico, Japan, and Nigeria.

ED 360 240

### Parker, Franklin

Teacher Education USA: Western Carolina University Centennial in National Perspective.

ED 360 253

### Parlato, Salvatore J.

All about English as a Second Language. A Basic Guide to ESL and Bilingual Education.

ED 359 811

### Patrick, John J.

Achievement of Goal Three of the Six National Education Goals. ERIC Digest.

ED 360 221

Geography in History: A Necessary Connection in the School Curriculum. ERIC Digest.

ED 360 220

### Patton, M. J.

The Supervisory Working Alliance Inventory: A Validity Study.

ED 360 358

### Pauline, Ronald F.

Microteaching: An Integral Part of a Science Methods Class.

ED 360 161

### Pearce, Jonathan

Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship.

ED 359 653

### Pearpoint, Jack

The Inclusion Papers: Strategies To Make Inclusion Work. A Collection of Articles.

ED 359 677

### Pelletier, Carol Marra

Professional Development through a Teacher Book Club.

ED 360 289

### Perez, Sonia M.

State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda.

ED 360 465

### Peshkin, Alan

The Relationship between Culture and Curriculum: A Many Fitting Thing. Project Report.

ED 359 667

### Phelps, Donald G.

A Wake-Up Call for Middle-Class Black America.

ED 360 423

### Phelps, Randy E.

Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children.

ED 360 383

### Phillips, Pamela G.

Societal Conceptualization of Mental Retardation: A Contrived Darkness.

ED 359 736

### Phillips, Judith

Social Issues in Australian Children's Literature.

ED 359 957

### Phipps, Maurice L., Ed.

RIE DEC 1993

Advancing the Profession. National Conference for Outdoor Leaders: Public, Commercial, and Nonprofit Partnerships in Outdoor Recreation. Conference Proceedings. (2nd, Mt. Crested Butte, Colorado, September 26-28, 1991).

ED 360 108

### Picard, Martine

Le Canada: Un pays bilingue et multiculturel. Etudes sociales: 7e année, sujet C. Cahier de l'élève et Unité d'enseignement Guide. Edition finale. (Canada: A Bilingual and Multicultural Country. Social Studies: 7th Year, Subject C. Student Workbook and Teaching Unit Guide. Final Edition).

ED 360 192

### Pilat, Mary

4-H Youth Programs - Enhancing the Quality of Life.

ED 359 449

### Poff, Norman O., Ed.

Of Wings & Things. Aeronautics Information Stuff & Things for Students & Teachers.

ED 360 170

### Polakow, Valerie

Lives on the Edge: Single Mothers and Their Children in the Other America.

ED 360 420//

### Ponessa, Joan M.

Pupil Transportation Cost Control Opportunities. Public Affairs Focus, Issue Number 26.

ED 359 609

### Portin, Gail Joyce

Chinese Students and Questioning Skills in American Graduate Level Classrooms.

ED 359 803

### Pouncy, Hillard

Why America Should Develop a Youth Apprenticeship System. Policy Report No. 5.

ED 359 325

### Powell, James H.

In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative.

ED 359 890

### Power, Michael A.

Interactive ESL In-Service Teacher Training via Distance Education.

ED 359 844

### Powers, Kim

Maximizing Consumer Participation in the Team Process.

ED 359 696

### Preston, David L.

Interfacing Two-Year and Four-Year Transcripts for Transfer Students.

ED 360 017

Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains.

ED 360 022

### Privorotsky-Kabat, Grazyna

Listening to Authentic Czech. Authentic Listening Proficiency-Based Methods.

ED 359 782

### Proctor, Russell F., II

Homework and Network: Applications for Communication Theory.

ED 359 581

### Purves, Alan C.

Towards a Revaluation of Reader Response and School Literature. Report Series 1.8.

ED 359 515

### Quigley, Mary Ann V.

The Improvement of Reading Comprehension Skills in At Risk Second Graders.

ED 359 505

### Race, Ken

Designing an Orientation Program To Prepare Students for Distance Education Study.

ED 359 413

### Raffel, Jeffrey A.

Urban Education Today.

ED 360 445

### Rafferty, Eileen R.

## Reynolds, Nancy R.

301

Familial Configuration Influences on the Educational Performance of Urban High School Freshmen.

ED 360 450

### Rafoth, Mary Ann

Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series.

ED 360 055

### Ralston, Marion V.

An Exchange of Gifts: A Storyteller's Handbook.

ED 359 560//

### Rasinski, Kenneth A.

America's High School Sophomores: A Ten Year Comparison, 1980-1990.

ED 360 318

### Rathunde, Kevin

Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research.

ED 360 372

The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention.

ED 360 373

### Ravitch, Diane, Ed.

Historical Perspectives on the Current Education Reforms.

ED 359 623

### Rawson, Katherine, Ed.

Pages from Life: Families Write Together = Páginas de la Vida: Familias Escriben Juntas.

ED 360 463//

### Regoli, Michael, Ed.

Columbia Quincentenary. Special Issue.

ED 360 205

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Teacher Perception of Mixed-Age Groupings of Children.

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- Watt, James H.**  
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ED 359 859
- Weaver, Constance**  
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ED 359 485//
- Weaver, Paul Neufeld**  
Gavin Families. A Report.  
ED 359 814
- Webb, Lynn C.**  
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ED 360 335
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- Weiss, David J.**  
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- Wentworth, Eric**  
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ED 359 595
- Wescott, Siobhan, Ed.**  
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ED 360 146//
- Westcott, Holly, Ed.**  
Carolina English Teacher 1992/1993.  
ED 359 543
- Westcott, Warren, Ed.**  
Carolina English Teacher 1992/1993.  
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- White, Bonnie Roe, Ed.**  
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ED 359 386
- White, Patricia E.**  
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- White, William D.**  
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ED 359 660
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ED 359 659
- Whitney, Anne**  
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ED 359 554
- Wideen, Marvin F.**  
The Research on Learning To Teach: Prospects and Problems.  
ED 360 275
- Wiemelt, Jeffrey**  
Text, Context, and Shared Understandings: Refocusing on "Accountability" in Student Writing.  
ED 359 514
- Wier, Elizabeth A.**  
Scientist and Teacher Partnerships in Elementary Schools.  
ED 360 182

- Wierzbicki, Michael**  
Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys.  
ED 360 382
- Wikberg, Kay**  
Diversifying Procedural Discourse.  
ED 359 762
- Wikborg, Eleanor**  
Composing on the Computer: A Study of Writing Habits on the Job.  
ED 359 767
- Wilcken, Lois**  
Middle Level Demonstration School, 1991-92. OREA Report.  
ED 360 426
- Wilkie, Alexander F.**  
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ED 359 648
- Wilkie, Jeff A.**  
Serving the Underachiever: School-Based Interventions.  
ED 359 446
- Wilkinson, L. David**  
Distributive Information Systems for Campuses (DISC): Going Where No Profile Has Gone Before.  
ED 359 598
- Williams-Robertson, Lydia**  
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ED 360 256
- Williams, James D.**  
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ED 359 558
- Williams, Mike**  
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ED 360 148
- Williams, Susan E.**  
Effect of Teacher Involvement in Implementation of an Innovation.  
ED 360 291
- Willis, John A.**  
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- Willson, A. Leslie**  
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- Winkless, Carolyn**  
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- Winn, Marilyn G.**  
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- Winrich, Ralph A.**  
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ED 360 164
- Wojtan, Linda S.**  
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ED 360 245
- Wolfram, Walt**  
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ED 359 790  
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- Woloszyk, Carl A.**  
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ED 360 260
- Wood, Robert W.**  
Teen Workers: Developing a Work Ethic or Gratifying Material Needs?  
ED 360 119
- Woolis, Blanche**  
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- Wortley, Beatrice**  
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ED 359 954
- Wright, Emmett L.**  
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ED 359 896
- Wrigley, Heide Spruck**  
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ED 359 849
- Wyer, Doug**  
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ED 360 140  
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ED 359 733
- Yanello, Robert**  
Exemplary Programs Serving Special Populations. Volume II.  
ED 359 416
- Yates, Janelle**  
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ED 360 440//
- Yates, Melinda**  
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ED 359 984
- Yoder, David E.**  
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ED 359 704
- Yaseldyke, James E.**  
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ED 359 691
- Zahn, Douglas**  
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ED 359 603
- Zalon, Margaret E. Lieb**  
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ED 359 402
- Zhang, Chi**  
The Determination of Statistical Sophistication of Research in Vocational Education.  
ED 360 381

**Zmich, JoAnn, Comp.**  
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ED 359 843

**Zuckerman, June Trop**  
Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem Solving.  
ED 360 176

**Zurbrugg, Nicholas**  
The Parameters of Postmodernism.  
ED 359 524//

# Institution Index

This index lists the titles of documents under the institution responsible for them and/or the agency sponsoring them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. Names beginning with the word "University" have generally been inverted in order to provide a more distinctive entry, e.g. Wisconsin University (for the University of Wisconsin).

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ED 359 723

Families and the Grief Process. ARCH Factsheet Number 21.

ED 359 724

General Information about Crisis Nursery Care, ARCH Factsheet Number 1 [and] General Information about Respite Care, ARCH Factsheet Number 2.

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ED 359 722

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ED 359 723

Families and the Grief Process. ARCH Factsheet Number 21.

ED 359 724

General Information about Crisis Nursery Care, ARCH Factsheet Number 1 [and] General Information about Respite Care, ARCH Factsheet Number 2.

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ED 360 386

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ED 360 359

## Institution Index

Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

ED 360 360

Graduate Activity Survey: Class of 1991 One Year after Graduation.

ED 360 365

High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation.

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ED 359 663

Charter Schools: A Viable Reform Initiative.

ED 359 662

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ED 360 166

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ED 359 599

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ED 359 597

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ED 360 117
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ED 360 116
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ED 359 417
- Criminal Justice Technology. Florida Vocational Program Guide.  
ED 359 418

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## Fund for the Improvement of

313

- Dental Assisting. Florida Vocational Program Guide.  
ED 359 419
- Dental Hygiene. Florida Vocational Program Guide.  
ED 359 420
- Floriculture. Florida Vocational Program Guide.  
ED 359 421
- Home Health Aide. Florida Vocational Program Guide.  
ED 359 321
- Hospitality Management. Florida Vocational Program Guide.  
ED 359 422
- Laser Electro-Optic Technology. Florida Vocational Program Guide.  
ED 359 343
- Life Management Skills. Florida Vocational Program Guide.  
ED 359 344
- Marketing and Distribution. Florida Vocational Program Guide.  
ED 359 345
- Natural Resources and Forest Ecology. Florida Vocational Program Guide.  
ED 359 346
- Nursing Assistant. Florida Vocational Program Guide.  
ED 359 322
- Paramedic. Florida Vocational Program Guide.  
ED 359 347
- Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide.  
ED 359 415
- Patient Care Assistant. Florida Vocational Program Guide.  
ED 359 348
- Receptionist and Communication Systems Operation. Florida Vocational Program Guide.  
ED 359 349
- Respiratory Therapy and Respiratory Therapy Technician. Florida Vocational Program Guide.  
ED 359 350
- Work Experience. Florida Vocational Program Guide.  
ED 359 351
- Florida State Univ., Tallahassee. Center for Instructional Development and Services.**  
Business Ownership. Florida Vocational Program Guide.  
ED 359 417
- Criminal Justice Technology. Florida Vocational Program Guide.  
ED 359 418
- Dental Assisting. Florida Vocational Program Guide.  
ED 359 419
- Dental Hygiene. Florida Vocational Program Guide.  
ED 359 420
- Floriculture. Florida Vocational Program Guide.  
ED 359 421
- Home Health Aide. Florida Vocational Program Guide.  
ED 359 321
- Hospitality Management. Florida Vocational Program Guide.  
ED 359 422
- Life Management Skills. Florida Vocational Program Guide.  
ED 359 344
- Marketing and Distribution. Florida Vocational Program Guide.  
ED 359 345
- Natural Resources and Forest Ecology. Florida Vocational Program Guide.  
ED 359 346
- Nursing Assistant. Florida Vocational Program Guide.  
ED 359 322
- Paramedic. Florida Vocational Program Guide.  
ED 359 347
- Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide.  
ED 359 415
- Patient Care Assistant. Florida Vocational Program Guide.  
ED 359 348
- Receptionist and Communication Systems Operation. Florida Vocational Program Guide.  
ED 359 349
- Respiratory Therapy and Respiratory Therapy Technician. Florida Vocational Program Guide.  
ED 359 350
- Work Experience. Florida Vocational Program Guide.  
ED 359 351
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ED 359 785
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ED 359 682
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ED 359 859
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ED 359 864
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ED 359 863
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ED 360 107
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ED 359 876
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ED 360 106
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ED 359 861
- Graduate Education: Turning Graduate Students into Professors. Final Report.  
ED 359 884
- Improving Hospital Ethics Committees (HEC): Educating across the Health Professions.  
ED 359 860
- A Pilot Program in International Engineering.  
ED 359 858



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ED 359 868

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ED 359 866

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ED 359 862

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ED 359 867

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ED 359 857

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ED 359 865

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ED 359 578

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ED 359 916

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ED 359 917

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ED 359 918

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ED 359 851

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ED 359 822

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ED 360 399

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- National Association of Conservation Districts, League City, Tex.**  
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- National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities.** ED 359 856
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Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Survey. Teacher Followup Survey. E.D. TABS. ED 360 379  
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ED 360 408

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ED 360 136

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ED 360 150

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ED 359 941

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ED 359 543

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ED 359 862

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ED 359 715

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ED 359 712

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ED 359 714

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ED 359 805

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ED 359 323

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ED 359 602

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ED 359 845

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ED 360 152

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ED 359 618

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ED 359 638

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ED 359 639

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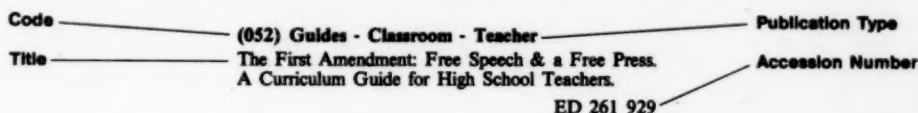
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 The Impact of Computerization on Archival Finding Aids: A RAMP Study. ED 359 947
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 The Impact of Computerization on Archival Finding Aids: A RAMP Study. ED 359 947
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- University Council for Educational Administration.**  
 Preparing Tomorrow's School Leaders: Alternative Designs. ED 359 628
- University of Central Queensland (Australia). Faculty of Education.**  
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 Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children. ED 360 140  
 A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial. ED 359 931
- University of South Florida, Tampa. Dept. of Adult and Vocational Education.**  
 Laser Electro-Optic Technology. Florida Vocational Program Guide. ED 359 343
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- Urban Inst., Washington, D.C.**  
 Learning Readiness: Promising Strategies. ED 360 100
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 Outreach Services To Stimulate Home-Based Services for Infants, Toddlers, and Preschool-Aged Children with Deaf-Blindness and Multihandicap Sensory Impairments. Project INSITE Outreach. Final Report. ED 359 689
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 Capstone-Cornerstone Program for Reform of Legal Education at the University of Utah College of Law. ED 359 863
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- Victoria Training Board, Melbourne (Australia).**  
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 The Human Interface Technology Laboratory. ED 359 951  
 Learning in Virtual Reality. ED 359 950
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 Survey on Undergraduate Education in Sociology. Higher Education Surveys Report. Survey Number 15-Sociology. ED 360 216  
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 Bibliographic Instruction Committee Report. ED 359 972
- Wichita State Univ., KS. National Inst. for Aviation Research.**  
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 National Standards: Who Benefits? ED 359 640
- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.**  
 Changing Roles of Men and Women: Educating for Equity in the Workplace. Curriculum Guide. ED 359 410
- Wisconsin State Dept. of Public Instruction, Madison.**  
 DPI Gender Equity Leadership Project - Phase II. Final Report. ED 359 357  
 "Go Wild! Read!" 1993 Summer Library Program Manual. Bulletin No. 93273. ED 359 977  
 Model Bloodborne Pathogens: Exposure Control Plan for Wisconsin Public Schools. Bulletin No. 93311. ED 360 293
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 Changing Roles of Men and Women: Educating for Equity in the Workplace. Curriculum Guide. ED 359 410
- Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.**  
 DPI Gender Equity Leadership Project - Phase II. Final Report. ED 359 357
- Women's Bureau (DOL), Washington, D.C.**  
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- Women's Educational Equity Act Program (EEA), Washington, DC.**  
 Gender Equity in Vocational Education. WEEA Digest. ED 359 433  
 Mentoring in Educational Settings: Unresolved Issues and Unanswered Questions. WEEA Digest. ED 359 434
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 Family Education and Training: From Research to Practice. Implementation Plan. Report No. 14. ED 360 044

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### PUBLICATION TYPE CATEGORIES

CODE	CATEGORY	CODE	CATEGORY
010	BOOKS	080	JOURNAL ARTICLES
	COLLECTED WORKS	090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
020	— General	100	AUDIOVISUAL/NON-PRINT MATERIALS
021	— Conference Proceedings	101	— Computer Programs
022	— Serials	102	— Machine-Readable Data Files (MRDF)
030	CREATIVE WORKS (Literature, Drama, Fine Arts)	110	STATISTICAL DATA (Numerical, Quantitative, etc.)
	DISSERTATIONS/THESES	120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
040	— Undetermined		REFERENCE MATERIALS
041	— Doctoral Dissertations	130	— General
042	— Masters Theses	131	— Bibliographies
043	— Practicum Papers	132	— Directories/Catalogs
	GUIDES	133	— Geographic Materials
050	— General	134	— Vocabularies/Classifications/Dictionaries
	— Classroom Use		REPORTS
051	— Instructional Materials (For Learner)	140	— General
052	— Teaching Guides (For Teacher)	141	— Descriptive
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)	142	— Evaluative/Feasibility
		143	— Research/Technical
060	HISTORICAL MATERIALS	150	SPEECHES, CONFERENCE PAPERS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)	160	TESTS, EVALUATION INSTRUMENTS
071	— ERIC Information Analysis Products (IAP's)	170	TRANSLATIONS
072	— Book/Product Reviews	171	— Multilingual/Bilingual Materials

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American Higher Education: Purposes, Problems, and Public Perceptions.

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ED 360 421//

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ED 359 355//

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ED 360 060

Child Care-Who Needs It?

ED 360 066

Creating the Total Quality Effective School.

ED 359 611

The Culture of Inequality. Second Edition, with a New Introduction.

ED 360 464//

Decentralization and School Improvement: Can We Fulfill the Promise?

ED 359 627

Design for Cross-Cultural Learning.

ED 360 417//

Designing Coherent Education Policy: Improving the System.

ED 359 626

Discrimination and Prejudice: An Annotated Bibliography. Second Edition.

ED 360 416//  
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ED 360 198  
Empowering At-Risk Families during the Early Childhood Years. NEA Early Childhood Education Series.

ED 360 093  
Empowering Hispanic Families: A Critical Issue for the '90s.

ED 360 461//  
Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies.

ED 360 121//  
Fantastic Antone Succeeds! Experiences in Educating Children with Fetal Alcohol Syndrome.

ED 360 146//  
Finding Our Own Way: Teachers Exploring Their Assumptions.

ED 359 499//  
Guideposts to Self-Directed Learning. Expert Commentary on Essential Concepts.

ED 359 436//  
Handbook for Evaluating HIV Education.

ED 359 633  
Handbook of Adult and Continuing Education. The Jossey-Bass Higher Education Series.

ED 359 411//  
The History of the National Business Education Association.

ED 359 385  
Identity and Inner-City Youth: Beyond Ethnicity and Gender.

ED 360 415//  
Implementing Educational Innovation in the Third World: A West African Experience.

ED 360 147//  
Language Development from Two to Three.

ED 359 794//  
Lives on the Edge: Single Mothers and Their Children in the Other America.

ED 360 420//  
Living between the Lines.

ED 359 550//  
Losing Generations: Adolescents in High-Risk Settings.

ED 360 448  
Media & Marketing-A Powerful New Alliance for Higher Education.

ED 359 879//  
Mentoring and the Business Environment: Asset or Liability?

ED 359 432//  
Network-Based Classrooms: Promises and Realities.

ED 359 532//  
Pages from Life: Families Write Together = Paginas de la Vida: Familias Escriben Juntas.

ED 360 463//  
The Parameters of Postmodernism.

ED 359 524//  
Planning and Organizing for Multicultural Instruction. Second Edition.

ED 360 447//



Portraits of Whole Language Classrooms: Learning for All Ages.

ED 359 501//

Progressive Education for the 1990s: Transforming Practice.

ED 360 418//

Quality Management Plus: The Continuous Improvement of Education.

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Race for a Change in Continuing and Higher Education. The Cutting Edge Series.

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Remarks on the Needed Reform of German Studies in the United States.

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Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers.

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Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge Series on Theory and Practice of Adult Education in North America.

ED 359 423//

Self-Regulation in Higher Education. A Multi-National Perspective on Collaborative Systems of Quality Assurance and Control. Higher Education Policy Series 15.

ED 359 904//

Situating Readers: Students Making Meaning of Literature.

ED 359 539

The State of Asian Pacific America: Policy Issues to the Year 2020. A Public Policy Report.

ED 360 409//

Strategies for Learning and Remembering: Study Skills across the Curriculum. Analysis and Action Series.

ED 360 055

Successful Schooling for All: A Primer on Outcome-Based Education and Mastery Learning.

ED 360 356//

TQM: Quality Training Practices. Volume IV of the ASQC Total Quality Management Series.

ED 359 430//

Training at Work: A Critical Analysis of Policy and Practice.

ED 359 431//

Unemployment Insurance in the United States: The First Half Century.

ED 359 409

The Whole Language Evaluation Book.

ED 359 500//

The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.

ED 359 497//

The Working Experience Books 1, 2, and 3.

ED 359 810//

The Working Experience. Teacher's Manual.

ED 359 809//

Working with Youth in High-Risk Environments: Experiences in Prevention. OSAP Prevention Monograph-12.

ED 359 461

Zora Neale Hurston: A Storyteller's Life. *Unsung Americans*.

ED 360 440//

## (020) Collected Works - General

American Higher Education: Purposes, Problems, and Public Perceptions.

ED 359 900//

The Astonishing Curriculum: Integrating Science and Humanities through Language.

ED 359 538

Carolina English Teacher 1992/1993.

ED 359 543

Changing Faces: The Early Childhood Profession in Australia.

ED 360 060

Comprehensive Long Range Plan for Instructional Technology.

ED 359 919

Decentralization and School Improvement: Can We Fulfill the Promise?

ED 359 627

Designing Coherent Education Policy: Improving the System.

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The Development of the Comic Spirit in 17th Century England from James Shirley to William Congreve. Curriculum Projects, April 7-June 16, 1992. The Huntington Theatre Company Master

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ED 359 579

Dialect Differences in the Schools: Educational, Social, and Economic Implications. Workshop (Cleveland, Ohio, June 26-28, 1986).

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Identity and Inner-City Youth: Beyond Ethnicity and Gender.

ED 360 415//

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ED 359 677

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ED 360 211

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ED 359 969

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ED 360 315

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Consumerism & Development.
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Their World.
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Volunteer Voice. Volume IX.
- ED 359 848  
Women in Astronomy.
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- ED 360 226  
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- ED 359 974  
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Developing and Implementing a Plan To Improve the Reading Achievement of Second Grade Students at Woodbine Elementary School.
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Doors and Windows of My Mind: Thresholds of Visual Thinking.
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(041) Dissertations/Theses - Doctoral Dissertations

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- ED 359 745  
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- ED 359 885

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- Adult ESL Literacy Education in the United States: Developing a Learner-Centered Approach.
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Comparative Study between the "Lista de Encabezamientos de Materia" by Gloria Escamilla and the "Library of Congress Subject Heading" List.
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A Comparison of the Effectiveness of the Individualized Approach and the Traditional Approach to Teaching Spelling in the Fourth Grade.
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A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion).
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An Evaluation of Experiential Teaching/Learning Methods-In a Professional Legal Training Course.
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The Improvement of Reading Comprehension Skills in At Risk Second Graders.
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A Local Study of the Roles and Functions of the Secondary School Counselor.
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A Management System for Refocusing Student Writing through Personalization and Cooperative Learning.
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A Survey of the Writing Needs of Graduates of Two Selected Community College Programs of Study. Curriculum and Program Planning Seminar.
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- ED 359 340  
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- ED 360 011  
Acid Rain: A Student's First Sourcebook.
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Changes in the Former Soviet Union: Debating U.S. Aid. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.
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Conserving Soil. Revised.
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Consumerism & Development.
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Czech Grammar.
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The Digestive System and Alcohol Use. Science of Alcohol Curriculum for American Indians. Training Unit [and] Participant Booklet.
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Of Wings & Things. Aeronautics Information Stuff & Things for Students & Teachers.
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An Outline of the Solar System: Activities for the Elementary Student.
- ED 360 168  
Pathways to Your Future. Career Planner Activities. [Student Workbook and] Facilitator's Guide.
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Shared Wisdom: A Collection of Proverbs, Sayings and Quotations.
- ED 359 843  
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U.S. Trade Policy: Competing in a Global Economy. Choices for the 21st Century. Alternatives for Public Debate and Policy Development.
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The African Diaspora: Teaching the Children.
- ED 360 228  
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- ED 360 105  
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- ED 359 563  
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Columbia Quincentenary. Special Issue.
- ED 360 205  
Computer Enrichment Handbook [and] Supplement A.
- ED 359 386  
Conserving Soil. Revised.
- ED 360 150  
Consumerism & Development.
- ED 360 250  
Creative Teaching Ideas.
- ED 359 387  
Criminal Justice Technology. Florida Vocational Program Guide.
- ED 359 418  
Dental Assisting. Florida Vocational Program Guide.
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- ED 359 560//  
Experiment with Fiction. The Reading/Writing Teacher's Companion Series.
- ED 359 552//  
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- ED 359 428  
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- ED 359 581  
Hospitality Management. Florida Vocational Program Guide.
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- Middle School Pupils Write Tankas. ED 359 556
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- Nursing Assistant. Florida Vocational Program Guide. ED 359 322
- Nurturing a Teacher Advisory Program. ED 360 078
- Of Wings & Things. Aeronautics Information Stuff & Things for Students & Teachers. ED 360 170
- An Outline of the Solar System: Activities for the Elementary Student. ED 360 168
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- Picture Peer Partner Learning: Students Learning from and with Each Other: Instructional Strategies Series No. 10. ED 360 308
- Portraits of Whole Language Classrooms: Learning for All Ages. ED 359 501//
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- The Projects Strategy in Curriculum and Instruction. ED 359 769
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- Reflective Teaching. What Am I Doing? Why Am I Doing It This Way? Instructional Strategies Series No. 11. ED 360 309
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- Restructuring the Curriculum for Active Involvement-Teachers and Students as Learners. ED 359 507
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- Social Studies K-12. Teacher Handbook. ED 360 232
- Something for Everyone: Ideas for Individualizing in the Classroom. Instructional Strategies Series No. 7. ED 360 305
- Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults. ED 359 540
- Storytelling Project. Southeast Asian Women's Alliance. ED 359 838
- Strategies for Monolingual Teachers in Multilingual Classrooms. ED 359 797
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- Teacher Questioning Behavior and Student Learning: What Research Says to Teachers. ED 359 572
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- Total Quality Management (Team Building and Cross Training): From Business to Academe and Back Again to Business. ED 359 567
- TVA-A World of Resources. ED 360 152
- U.S. Trade Policy: Competing in a Global Economy. Choices for the 21st Century. Alternatives for Public Debate and Policy Development. ED 360 217
- Vocational English as a Second Language and Office Skills. Curriculum Guide. ED 359 816
- Volunteer Voice. Volume IX. ED 359 848
- The Well-Tempered Mathematics Assignment. ED 359 561
- What Works: When Teachers Integrate Vocational & Academic Education. ED 359 318
- Where Did You Find That? Resource-Based Learning: Instructional Strategies Series No. 8. ED 360 306
- The Whole Language Evaluation Book. ED 359 500//
- The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom. ED 359 497//
- Work Experience. Florida Vocational Program Guide. ED 359 351
- The Working Experience Books 1, 2, and 3. ED 359 810//
- The Working Experience. Teacher's Manual. ED 359 809//
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- Administrative Guidelines: Education of Gifted Students [and] Plan for Education of the Gifted in South Dakota. ED 359 713
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- ALERT: Student Retention Tracking System. Faculty Handbook, 1990-91. ED 360 012
- All about English as a Second Language. A Basic Guide to ESL and Bilingual Education. ED 359 811
- An Analysis of Resources To Aid Drug-Exposed Infants and Their Families. ED 359 734
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- Articulation Agreements: A Report. ED 360 004
- Basis of Accreditation for Educational Programs in Allied Medical Disciplines. ED 359 991
- Bibliographic Instruction Committee Report. ED 359 972
- Classroom Management for Student Retention. ED 360 021
- Collaborative Teaming for Inclusion-Oriented Schools: A Resource Manual. ED 359 742
- Columbia Quincentenary. Special Issue. ED 360 205
- Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments. ED 359 698
- The Comprehensive Guidance Program. ED 359 440
- Cov Hauv Kev Kawm Ntawv Rau Cov Niamtxiv Haiv Neeg Tsawg. Yog Npaj Los Rau Haiv Neeg Hmoob (Parenting Curriculum for Language Minority Parents. Hmong Language). ED 360 401
- Creating the Total Quality Effective School. ED 359 611
- Crisis Nursery Services-Responding to Parental Concerns. ARCH Factsheet Number 20. ED 359 723
- Curso de Paternidad para Padres de Lengua Minoritaria: Guia en Espanol (Parenting Curriculum for Language Minority Parents: Guide in Spanish). ED 360 405
- Decentralization and School Improvement: Can We Fulfill the Promise? ED 359 627

- Defining a Developmental Curriculum for a Pluralistic Society: The Administrative Challenges. ED 359 558
- Designing Coherent Education Policy: Improving the System. ED 359 626
- Developmental Continuity across Preschool and Primary Grades. Implications for Teachers. ED 360 059
- Distributed Training for the Reserve Component: Course Conversion and Implementation Guidelines for Computer Conferencing. ED 359 916
- Distributed Training for the Reserve Component: Instructor Handbook for Computer Conferencing. ED 359 917
- Documenting Community Organizations. ED 359 965
- Educational Advising for Student Retention. ED 360 020
- Educational Outcomes and Indicators for Individuals at the Post-School Level. ED 359 691
- The Education of Staff and Users for the Proper Handling and Care of Archival Materials: A RAMP Study with Guidelines. ED 359 946
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- Effective Schools Practices That Work. ED 359 649
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- User's Manual for the Basic Math Mastery Tests. ED 360 342
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The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research. ED 359 570  
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Images Bridging Home and Academic Cultures. ED 359 536  
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RIE DEC 1993

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Scientific and Engineering Research Facilities at Universities and Colleges: 1992. ED 360 183  
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Beyond Bureaucracy: Rethinking How Schools Change. ED 359 654  
The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research. ED 359 570  
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Breaking Down Gender Barriers: Theories into Practice. ED 359 535  
By Design or Default? A Report. ED 359 892  
Charter Schools: A Viable Reform Initiative. ED 359 662  
Child Care-Who Needs It? ED 360 066  
Children's Mental Health and Their Ability To Learn. Occasional Paper #8.

R1E DEC 1993

## (120) Opinion Papers

333

- Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice. ED 359 720  
Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching. ED 360 300  
Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments. ED 360 285  
Communication Intervention for Persons with Severe and Profound Disabilities: An Overview. ED 359 698  
A Comparative Study of the Educational Stances of Madeline Hunter and James Britton. Concept Paper No. 6. ED 359 700  
Composing on the Computer: A Study of Writing Habits on the Job. ED 359 546  
The Composition Teacher as Drudge: The Pitfalls and Perils of Linking across the Disciplines. ED 359 767  
Creating the Total Quality Effective School. ED 359 553  
Cultural and Linguistic Diversity in Education. Task Force Report. ED 359 611  
Defining a Developmental Curriculum for a Pluralistic Society: The Administrative Challenges. ED 359 558  
Dispositions: Definitions and Implications for Early Childhood Practices. Perspectives from ERIC/EECE: A Monograph Series, No. 4. ED 360 104  
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Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities. ED 359 704  
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Enhancing Curricular Designs. ED 359 702  
ESL Students in Freshman English: An Evaluation of the Placement Options. ED 359 559  
Facilitating and Measuring the Team Process within More Inclusive Educational Settings. ED 359 695  
Failing Students-Is It Worth the Cost? Issue Paper #3. ED 359 666  
The Findings and Activities of the Texas Commission on Braille Textbook Production. A Report from the State Board of Education, Submitted to the Governor, Lt. Governor, Speaker, and the Seventy-Third Texas Legislature. Excellence and Equity for All Students. ED 359 726  
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Images Bridging Home and Academic Cultures. ED 359 536  
The Inclusion Papers: Strategies To Make Inclusion Work. A Collection of Articles. ED 359 677  
Information Skills: An Educational Perspective for Tomorrow. ED 359 981  
Information Technology: A Model for Brandon University. ED 359 982  
Integrating Second-System Children: Alternatives to Segregation and Classification of Handicapped Children. ED 359 706  
Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go. ED 359 703  
Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education. ED 359 770  
I Won't Learn from You! The Role of Assent in Learning. Thistle Series of Essays. ED 360 407  
Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii? ED 359 793  
Knowledge and the Educative Functions of a University: Designing the Curriculum of Higher Education. ED 359 870  
Language Arts Topics and Educational Issues: Information Sheets. ED 359 486  
Language, Race, and the Politics of Educational Failure: A Case for Advocacy. Concept Paper No. 10. ED 359 549  
Learning for the Future: Adult Learning and the Environment. A NIACE Policy Discussion Paper. ED 359 390  
The Learning Imperative. National Education and Training Targets and Adult Learners. A NIACE Policy Discussion Paper. ED 359 391  
Learning in Virtual Reality. ED 359 950  
Learning To Meet the Science and Technology Challenge. ED 360 163  
Lexis in Discourse. ED 359 751  
Library Ethics: An Aspirational and Culturally Sensitive Alternative to Its Commandments. ED 359 952  
Linking School Effectiveness Knowledge and School Improvement Practice. ED 359 657  
Literacy: An Ecological View. ED 359 369  
Literacy in Cross-Cultural Perspective: Implications for Policy and Practice. ED 359 841  
Literacy, Nationalism, and Assessment. LC Report 89-1. ED 359 808  
Literature and Literacy: The "Real" Book Approach to Children Learning To Read. ED 359 954  
Living Lives, Studying Lives, Writing Lives: An Educational Potpourri or Pot au Feu? ED 360 297  
Maximizing Consumer Participation in the Team Process. ED 359 696  
Maximizing Family Participation in the Team Process. ED 359 694  
Maximizing Potential: The Parents' Role. ED 359 674  
Mina Shaughnessy in the 1990s: Some Changing Answers in Basic Writing. ED 359 562

Monological Innovation versus Polylogical Improvement.

ED 359 871

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ED 359 427

Multiple Voices in Young Adult Novels.

ED 359 533

National Excellence: A Case for Developing America's Talent.

ED 359 743

A National Review of Open Enrollment/Choice: Debates and Descriptions.

ED 359 664

National Standards: Who Benefits?

ED 359 640

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ED 359 997

On Becoming a Sojourning Community.

ED 359 914

On Teaching Literary Classics.

ED 359 544

The Parameters of Postmodernism.

ED 359 524//

Participatory Management Emphasizing Quality: A Viable Alternative for American Corporations and Schools?

ED 359 665

The Phrase of the Phallic Phemine: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy.

ED 359 534

Physical Education in Higher Education: What Should We Name Ourselves?

ED 360 264

Politics and the English Instructor: Using Political Literature To Teach Composition.

ED 359 509

Problems in Lectureships at the University of Nevada, Reno.

ED 359 521

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ED 359 872

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ED 359 605

The Quality Fit.

ED 359 643

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ED 359 516

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ED 359 667

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ED 359 898//

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ED 359 840

The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada?

ED 359 545

Research What You Love—and Get It Published Anyway.

ED 359 580

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ED 359 893

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ED 359 320

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ED 360 111

School Effectiveness: Identifying the Complexities.

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Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary

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ED 359 527

Social Issues in Australian Children's Literature.

ED 359 957

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ED 359 789

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The Supportive Educational Environment for Creativity.

ED 360 080

Tenured, Out and Still Composed.

ED 359 525

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ED 359 567

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ED 359 515

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ED 360 068

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ED 360 102

Tuition Tax Credits and Vouchers: Political Finance Alternatives Rather than Rational Alternatives to Education Finance.

ED 359 625

The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.

ED 359 511

Using Reader-Response Techniques To Teach Multicultural Writings in the Composition Classroom.

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Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students.

ED 360 007

A Wake-Up Call for Middle-Class Black America.

ED 360 423

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ED 359 842

When School Isn't Special: A Call for Reform of Special Education in Baltimore City Public Schools. A Report by Students First.

ED 359 716

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- Multiple Voices in Young Adult Novels. ED 359 852
- National Technical Assistance Organizations. Workforce & Workplace Literacy Series. Revised. ED 359 333
- Religious Books for Children: An Annotated Bibliography. Third Revised Edition. ED 360 231
- Resources for Teaching about Japan. ED 360 245
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**(132) Reference Materials - Directories/Catalogs**

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- Basic Skills in the Hotel & Food Service Industries. Workforce & Workplace Literacy Series. Revised. ED 359 332
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- The Genteel Rabble-Rouser, or a Handbook of Local Self-Help for the School Media Specialist. ED 359 968
- Gifted Education Resource Directory. ED 359 715
- A Guide to Aviation Education Resources. ED 359 341
- Healthy Schools. A Directory of Federal Programs and Activities Related to Health Promotion through the Schools. ED 360 303
- Learning Readiness: Promising Strategies. ED 360 100
- Minority Student Achievement Partnerships: What's Working in Arizona. Volume One. A Directory of Public School, Community College, and Public University Partnership Programs Improving Minority Access and Achievement in Arizona. ED 360 118
- Multicultural Resource List. ED 359 852
- Network Directory. The Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. ED 359 889
- Promising Practices in Early Childhood Education. Volume I. ED 360 137
- Resources in Family Literacy. General Adult Literacy Series. ED 359 395
- School Health Primary Care Programs in Community and Migrant Health Centers and Health Care for the Homeless Projects. Directory. ED 360 302
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**(140) Reports - General**

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- A Cooperative Research Group for the Study of Culture and Science Education in Developing Countries. ED 360 155
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RIE DEC 1993

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- Learning To Meet the Science and Technology Challenge. ED 360 163
- National Assessment of College Student Learning: Getting Started. A Summary of the Beginning Activities. ED 359 856
- National Science Education Standards: An Enhanced Sampler. A Working Paper of the National Committee on Science Education Standards and Assessment. ED 360 175
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- Parity 2000: Achieving Equity for Women in Higher Education. Report of the Council for Women in Higher Education. ED 359 881
- Public Education Waivers To Improve Student Achievement, 1991-92. ED 359 642
- Remarks on the Needed Reform of German Studies in the United States. ED 359 898//
- Report of the Committee on Student Learning. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature, 1992-1993. ED 359 638
- Self-Regulated Achievement in the Cegep Student: Motivated Strategies for Learning. ED 360 269
- Statistical Summary of Missouri Higher Education - 1992-93, with State Profile of ACT-tested Students Graduating from High School, Spring 1992. ED 359 897
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**(141) Reports - Descriptive**

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- Administrator and Faculty Ethics Codes in Community Colleges. ERIC Digest. ED 360 037
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ED 360 087

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ED 360 026

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ED 360 096

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ED 360 114

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ED 359 812

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ED 359 860

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ED 360 162

Indoor Recreational Places as Glazed Space.

ED 359 621

Innovation in Late Medieval Educational Thought: Vincent of Beauvais, Ramon Lull, and Pierre Dubois.

ED 360 242

Innovation in Teacher Education.

ED 360 283

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ED 360 000

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ED 360 287

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ED 359 844

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ED 360 017

International Curriculums.

ED 360 262

The Issue of Relevant Education: Theories and Reality.

ED 360 125

Issues in Establishing Rural Professional Development Schools.

ED 360 112

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ED 359 961

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ED 359 549

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ED 360 311

RIE DEC 1993

## Publication Type Index

Living between the Lines. ED 359 550//  
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 Media & Marketing—A Powerful New Alliance for Higher Education. ED 359 879//  
 The Media Workshop Hybrid in Media Education Reform. ED 359 573  
 Michigan Lifelong Learning Link. Facets [and] Perspectives. ED 359 372  
 Middle Level Demonstration School, 1991-92. OREA Report. ED 360 426  
 Middle School Pupils Write Haiku. ED 359 555  
 Middle School Pupils Write Tankas. ED 359 556  
 A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing. ED 359 520  
 Monsters Make Stories. ED 360 399  
 Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College. ED 359 999  
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 National Youth Service: A Global Perspective. ED 360 202  
 Negotiating a Permeable Curriculum: On Literacy, Diversity, and the Interplay of Children's and Teachers' Worlds. Concept Paper No. 9. ED 359 548  
 Network-Based Classrooms: Promises and Realities. ED 359 532//  
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 Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books. ED 359 564  
 Organizational Communication Feud. ED 359 588  
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 A Pilot Program in International Engineering.

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 Politics and the English Instructor: Using Political Literature To Teach Composition. ED 359 509  
 Professional Development through a Teacher Book Club. ED 360 289  
 Program Planning about World Affairs. A Complete "How To" Guide: from Program Ideas to Audience Applause. ED 360 207  
 Programs in the California State University that Support Public School Improvement. ED 359 853  
 Programs of 1992 Winning Teams. Pioneering Partners. ED 359 930  
 Project ABLE: Academic Bridges to Learning Effectiveness. ED 359 705  
 "Projects"—The Link between Literacy and the Real World. ED 359 806  
 Promising Practices in Early Childhood Education. Volume I. ED 360 137  
 Proposal for an Advanced Writing Course—Perspectives on Professional Knowledge. ED 359 517  
 PSInet: A Teleconferencing Network for Teachers. ED 360 110  
 The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29. ED 359 932  
 A Randomized Controlled Trial Evaluating the Impact of the New Pathway Curriculum at Harvard Medical School. Final Report. ED 359 866  
 REACH Report to the Rockefeller Foundation. Revised. ED 360 214  
 Reducing the Risk: Integrated Language Arts in Restructured Elementary Schools. Report Series 1.9. ED 359 516  
 Regular Class Participation System (RCPS). A Final Report. ED 359 741  
 The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada? ED 359 545  
 Research in the Classroom: Sixth Annual Report of Research Projects Conducted by Educators in Their Classrooms. ED 359 732  
 Restructuring the Curriculum for Active Involvement—Teachers and Students as Learners. ED 359 507  
 The Revolution of Enlightenment: A Historical Case Study of Significant Educational Change through Teacher Education. ED 360 186  
 Rx for Tutor Training. ED 359 510  
 Save the Children Nonformal Education and Early Childhood Development Activities in Rural Nepal. ED 360 090  
 School Enrollment Expected To Surpass Historic All-Time High. Issue Brief. ED 360 377  
 School Health Coalition Building—One State's Plan. ED 360 263  
 Schools and Staffing in the United States: A Statistical Profile, 1990-91. ED 360 378  
 Schools and Staffing Survey, 1990-91: Sample Design and Estimation. Technical Report. ED 360 380  
 The Schools Partnership Project: A Successful Model towards Improving School Performance. ED 360 411  
 Scientist and Teacher Partnerships in Elementary Schools. ED 360 182  
 Selected Tables on Teacher Supply and Demand: 1987-88 and 1988-89. Schools and Staffing Sur-

## (141) Reports - Descriptive

337

vey. Teacher Followup Survey. E.D. TABS. ED 360 379  
 Self-Regulation in Higher Education. A Multi-National Perspective on Collaborative Systems of Quality Assurance and Control. Higher Education Policy Series 15. ED 359 904//  
 Sharing Success: Mathematics and Science Education. ED 360 189  
 South Carolina Higher Education Assessment (SCHEA) Project. Final Report. ED 359 862  
 Square One TV Content Analysis: Final Report (Including Season Five Show Rundowns). ED 360 187  
 STARS: Student Assessment and Response System. ED 360 010  
 The State of America's Children: 1992. ED 360 039//  
 The Status of the Curriculum in the Public Schools: A Report from the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature 1990-1992. ED 359 639  
 A Stitch in Time: Strengthening the First Years of School. Compulsory Years of Schooling Project. Project Paper No. 3. Commissioned Report No. 16. ED 360 061  
 Strategies for Developing Emergent Literacy. ED 360 085  
 Strategies for Monolingual Teachers in Multilingual Classrooms. ED 359 797  
 Teacher Education USA: Western Carolina University Centennial in National Perspective. ED 360 253  
 Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program." ED 360 323  
 Teaching At-Risk Students: A Quality Program in a Small Rural High School. ED 360 131  
 Teaching Excellence in the Liberal Arts. ED 359 867  
 Teaching Literacy to Second Language Learners. ED 359 807  
 Teaching Oral Interpretation: A Reading Specialization Perspective. ED 359 591  
 Telecommunications and K-12 Educators: Findings from a National Survey. ED 359 923  
 Territory of Guam Adult Education Programs. Performance Report. Fiscal Year 1992. ED 359 407  
 Text and Reference. ED 359 764  
 A Theory-Based Approach to Restructuring Middle Level Schools. ED 359 669  
 Transportation for School-Age Child Care: Current Status in Westchester County. ED 360 086  
 Two Negatives Equal a Positive: Semiotic Mediation in Peer Tutoring. ED 359 528  
 UCSF Medical Scholars Program, 1986-1987. ED 359 865  
 The "U" in UTEP: Development of the Urban Curriculum and Its Delivery. Second Year Report to the Indiana Department of Education, Teacher Training and Licensing Advisory Committee. ED 360 270  
 UNESCO School Libraries in Oceania Project. ED 359 958  
 United States Catholic Elementary and Secondary Schools, 1992-1993. Annual Statistical Report on Schools, Enrollment and Staffing. ED 360 391  
 "Unusually Successful": Pittsfield Chapter 1. ED 360 079  
 Utilizing the Parent Center Concept as a Means To Improve the Relations between Parent and Child/School and Community. ED 360 038  
 Video as Character: The Use of Video Technology in Theatrical Productions.



- Video Cases and the Thinking of Preservice Teachers. ED 358 585
- Vision and the Black Community College President. Revised. ED 360 298
- Vocational Education: Guam 1991-1992. Annual Performance Report. ED 360 227
- Wallace Community College, Selma: 1991-92 Institutional Profile. ED 359 406
- The Well-Tempered Mathematics Assignment. ED 360 019
- Why a Year Round School District Moved from a Multi-Track to a Single Track Operation. ED 359 561
- Young People in the European Community: Towards an Agenda for Research and Policy. ED 359 659
- The 1990 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1990, 1987, and 1982 High School Graduates. Tabulations. ED 360 212
- ED 360 375

## (142) Reports - Evaluative

- The Accelerated Middle School: Moving from Concept toward Reality. ED 360 458
- Achievement Testing Program Provincial Report. June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année. ED 360 393
- Achieving the National Education Goals: The Status of Minorities in Today's Global Economy. A Policy Report of the State Higher Education Executive Officers Minority Student Achievement Project. ED 360 443
- Achieving the Vision-1992 Report. ED 359 619
- Adolescent Development Issues in the Classroom. ED 359 479
- African American Women and Mentoring. ED 360 425
- Agents of Change: Exemplary Corporate Policies and Practices To Improve Education. ED 359 595
- Analysis of Major Outcome Indicators for Middle Grade Students in the New Orleans Public Schools. ED 360 390
- An Application of Digitized Speech in Hypermedia. ED 359 935
- [Appraisal of Audiovisual Materials.] ED 359 934
- Are We Using Instructional Technology Effectively? ED 360 008
- Assessing the Impact of Peace Building Processes. ED 360 254
- Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report. ED 360 157
- Assessment Research in the Context of Practice. ED 360 385
- Associate in Occupational Studies, Culinary Arts. Self-Study Report Presented to the Accredited Commission of the American Culinary Federation Educational Institute. ED 359 396
- Austin's Priority Schools: Successful after 5 Years? ED 359 597
- Automated Item Banking and Test Development. Final Technical Paper for Period October 1987-April 1988. ED 360 344
- Bakhtin as a Theory of Reading. Technical Report No. 579. ED 359 502
- Battered Husbands and Battered Wives: Why One Is a Social Problem and the Other Is Not. ED 359 483
- Becoming an Accelerated Middle School: Initiating School Culture Change. ED 360 459

- Bibliographic Instruction Committee Report. ED 359 972
- Bilingual Education through Architectural Mathematics (Project BEAM), Community School District 7. Transitional Bilingual Education Grant T003A90275, 1991-92. Final Evaluation Profile. OREA Report. ED 359 804
- Black Families at the Crossroads: Challenges and Prospects. ED 360 421//
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- Building a Learning-Centered Curriculum for Learner-Centered Schools. Interim Report of the New York State Curriculum and Assessments Council to the Commissioner and the Regents. ED 360 419
- Building the South Carolina Network for Educational Telecomputing. Four Years of Growth and Success-Bringing Educators Together. Annual Report to BellSouth Foundation. Project REACH, Telecommunications Grant (1 July 1992-1 April 1993). ED 359 973
- Career Awareness Program for Bilingual Haitian and Hispanic Students (Project CAP). Transitional Bilingual Education Grant. Final Evaluation Profile. OREA Report. ED 360 444
- Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report. ED 359 373
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- A Comparative Study of the Educational Stances of Madeline Hunter and James Britton. Concept Paper No. 6. ED 359 546
- A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses. ED 359 945
- Comprehensive Long Range Plan for Instructional Technology. ED 359 919
- Computational Approaches for Analyzing Tradeoffs between Training and Aiding. Final Technical Paper for Period February-December 1989. ED 360 346
- Concept Mapping for the Development of Medical Curricula. ED 360 322
- The Culture of Inequality. Second Edition, with a New Introduction. ED 360 464//
- DACUM and Tech Prep: Dynamic Duo. ED 359 339
- Design for Cross-Cultural Learning. ED 360 417//
- Digital Audio Sampling for Film and Video. ED 359 937
- Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items. ED 360 368
- Distance Education: Two Modes of Learning Separated by a Common Language. ED 359 938
- District-Wide Testing Results, Technical Report, 1991-92. OPET Report. ED 360 341

## Publication Type Index

- "Diving" into Communities of Practice: Examining Learning as Legitimate Peripheral Participation in an Everyday Setting. ED 360 387
- Educating Young Children Prenatally Exposed to Drugs and At Risk. Report and Resource Compendium. ED 359 682
- Educational and Vocational Guidance for Girls and Women: Expert Meeting on Educational and Vocational Guidance for Girls and Women (Paris, France, February 20-24, 1989). ED 359 477
- Educational Benefits in Year-Round High Schools. ED 359 660
- Effective School Responses to Student Diversity: Challenges and Prospects. ED 360 446
- The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348
- The Effects of Personal Characteristics on Mentoring Activities. ED 359 448
- Empowering Hispanic Families: A Critical Issue for the '90s. ED 360 461//
- Enrollments and Degrees. ED 359 902
- The Equivocal Prospects for Indian Reservations. Occasional Paper 1993-2. ED 360 129
- Evaluating the Effectiveness and Efficiency of Supported Employment Programs. Policy Research Brief. ED 359 725
- Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991. ED 360 340
- Evidence for Changing Attitudes about Gender Roles: An Analysis of Data Acquired since 1968. ED 359 474
- Exclusion of Students with Barriers to Participation in NELS:88-Baseline Excluded Students Two and Four Years Later. ED 360 371
- Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs. ED 359 450
- Gavin Families. A Report. ED 359 814
- Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis. ED 360 330
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- Good Teachers Making the Best of It: Case Studies of Elementary Art and Music Teaching. Elementary Subjects Center Series No. 100. ED 360 230
- Graduate Activity Survey: Class of 1991 One Year after Graduation. ED 360 365
- HDTV Debate: Industrial Policy Gone Awry. ED 359 925
- HDTV: In Search of a Policy. ED 359 939
- High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation. ED 360 366
- Holland House/Boysville Chapter 1 Neglected and Delinquent Program. Product Evaluation Report, 1992-93. ED 360 442
- Home Education Research: On the Right Road? ED 360 331
- "How To Do What's Best for YOU" - A Workshop for Adolescents. ED 359 443
- Humor as an Instructional Practice: A Longitudinal Content Analysis of Humor Use in the Classroom. ED 359 587
- Identity and Inner-City Youth: Beyond Ethnicity and Gender. ED 360 415//
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- Improving America's Schools Act of 1993: The Reauthorization of the Elementary and Secondary Education Act and Amendments to Other Acts. ED 359 671  
Information Technology: A Model for Brandon University. ED 359 982  
Integrating Multi-Dimensional Performances and Setting Performance Standards. ED 360 326  
Intelligent Tutoring Systems: A Taxonomy of Evaluation Issues. Interim Technical Paper for Period August 1988-December 1989. ED 360 351  
"In Their Own Words" Comments, Observations, and Reflections on Working with a School Psychologist. ED 359 437  
The Issue of Relevant Education: Theories and Reality. ED 360 125  
Issues and Dilemmas of Action Research in the League of Professional Schools. ED 360 327  
Issues in Conducting Surveys Regarding Public Opinion toward Bilingual Education. ED 359 770  
Issues in Establishing Rural Professional Development Schools. ED 360 112  
Issues in the Collaborative Evaluation of the Effectiveness of an Interactive Video Teaching Trial. ED 359 927  
Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii? ED 359 793  
Language Arts Grades 6-12. Program Evaluation 1992-93. Focus on Program Evaluation 93-144. ED 359 519  
Language Arts Topics and Educational Issues: Information Sheets. ED 359 486  
Latin American Literacy Partnership Project. Final Formative Evaluation. ED 359 823  
LEAP: Interim Findings on a Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program. ED 359 459  
Linking Training Evaluation to Training Needs Assessment: A Conceptual Model. Final Technical Paper for Period April 1989-August 1990. ED 360 350  
Lives on the Edge: Single Mothers and Their Children in the Other America. ED 360 420//  
Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom. ED 360 325  
Losing Generations: Adolescents in High-Risk Settings. ED 360 448  
Machine Translation Technology: A Potential Key to the Information Age. Report of the FCCSET Committee on Industry and Technology. ED 359 942  
Managing and Improving the Education of Students At-Risk. ED 360 434  
A Matter of Quality: A Report to the People of Iowa from the Faculty of Iowa's Community Colleges. ED 360 034  
Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research. ED 360 372  
Middle Level Demonstration School, 1991-92. OREA Report. ED 360 426  
Midwest College Placement Association: Centralized Placement Committee Survey. ED 359 466  
Mood and Memory Research: The Need for a More Wholistic Approach. ED 360 347  
National Center for Education Statistics "Product Planning and Development." Final Report. ED 360 319  
The National Education Goals Report: Building a Nation of Learners. Volume One: The National Report, 1993. ED 360 394  
The National Education Goals Report: Building a Nation of Learners. Volume Two: State Reports, 1993. ED 360 395  
The National Education Goals Report: Building the Best. Summary Guide, 1993. ED 360 396  
National Education Goals: Where Are We Now? CRS Report for Congress. ED 359 634  
National Education Longitudinal Study of 1988: A Profile of the American Eighth Grader. Research in Brief. ED 360 352  
National Excellence: A Case for Developing America's Talent. ED 359 743  
National Workplace Literacy Program for Health Care Employees. Final Evaluation Report. ED 359 397  
Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act—Chapter 1. Final Evaluation Report. ED 360 431  
Observation for the Improvement of Teaching. Publication Series 91-3. ED 360 412  
Occupational and Educational Outcomes of Recent College Graduates 1 Year after Graduation: 1991. Contractor Report. Statistical Analysis Report. ED 359 909  
One Student at a Time: Report of the State Board of Education Task Force on High School Education. ED 359 651  
On the Sociolinguistic Significance of Obscure Dialect Structures: The NP[i] "call" NP[i] Ving Construction in African American Vernacular English. ED 359 790  
Opening Doors: Maine's Early Childhood Demonstration Sites. ED 360 056  
Outreach and Technical Assistance Network. Third Year Evaluation Report. February 1, 1992-January 31, 1993. An Adult Education 2000 Project. ED 359 374  
Outside Evaluation Report for the Arlington Federal Workplace Literacy Project. ED 359 849  
Overview of Childhood Schizophrenia. ED 359 471  
Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft. ED 360 437  
Parents as Resources When Adult Children Divorce. ED 359 472  
Parents Assuring Student Success (PASS): Achievement Made Easy by Learning Together. ED 360 413  
Performance Assessment. Policy Bulletin, No. PB-B13. ED 360 388  
Planning and Organizing for Multicultural Instruction. Second Edition. ED 360 447//  
Polyphonic Structure. ED 359 759  
Poor Children and Welfare Reform. Executive Summary of the Final Report. ED 360 414  
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Professional Development through a Teacher Book Club. ED 360 289  
Program Development for Community AIDS Outreach. Clinical Report Series. ED 359 462  
A Program Evaluation of Short Term Counseling with Primary Grade Children. ED 359 460  
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Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments. ED 360 334  
The Ralph Bunche Computer Mini-School: A Design for Individual and Community Work. Technical Report No. 29. ED 359 932  
Reactions to National Academy of Education Report, "Setting Performance Standards for Student Achievement." ED 360 397  
Reading Grades K-12; Language Arts Grades K-5. Program Evaluation 1992-93. Focus on Program Evaluation 93-128. ED 359 487  
Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls. Professional Paper Series, #10. ED 359 921  
A Regional Information System Strategy for the Caribbean for the Year 2000. ED 359 962  
Regular Class Participation System (RCPS). A Final Report. ED 359 741  
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Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success. ED 360 113  
A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial. ED 359 931  
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Results of the Primary Assessment Program for 1991 in Urban and Non-Urban Schools. Curriculum and Assessment Research and Evaluation Report. Report 2/1992. ED 360 320  
A Review of Two Higher Education Accountability Issues: Student Assessment and Faculty Workload. Report to Utah State Legislature. Report Number 91-03. ED 359 910  
The Rise and Fall of Criterion-Referenced Measurement? ED 360 367  
[SAIDE Launching Conference, 1992-] Closing Address. ED 359 944  
School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft. ED 360 435  
Schools as Community Social-Service Centers: West Virginia Programs and Possibilities. ED 359 447  
The Schools Partnership Project: A Successful Model towards Improving School Performance. ED 360 411  
Securing Our Future: The Importance of Quality Education for Minorities. Policy Research Project Report Number 96. ED 360 427  
A Self-Help Support Group for Undergraduate Psychology Majors. ED 359 473  
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ED 359 908

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Strategies for Developing Emergent Literacy.

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ED 359 737

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ED 359 747

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ED 360 356//

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ED 359 607

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ED 359 377

Technology and the Organization of Schooling. Technical Report No. 28.

ED 359 933

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ED 360 256

Telling a Good Story: Origins of Broadcast Drama Criticism.

ED 359 565

Thinking Across the Curriculum: A Summary of FIPSE Sponsored Project #G-00841209.

ED 359 857

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ED 359 412

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ED 360 436

Two-Way Bilingual Education: A Progress Re-

port on the Amigos Program. Research Report: 7. Library Appeal: A Rural Arizona Public Library Experience.

ED 359 787

Urban Education Today.

ED 360 445

The Use of "Idea Processors" for Studying Structural Aspects of Text Production.

ED 359 768

The View from New York City's Crack-Plagued Neighborhoods.

ED 360 438

Visions of Peace Education: Interviews with the Five Former Executive Secretaries of the Peace Education Commission. Educational Information Debate 99.

ED 360 236

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ED 359 614

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ED 359 834

A Worm in the Apple: Hollywood's Influence on the Public's Perception of Teachers.

ED 359 592

Youth in Single-Parent Families: Risk and Resiliency. Background Paper.

ED 360 462

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ED 359 449

### (143) Reports - Research

The Academic Performance of PVCC Students Transferring to Virginia Public Senior Institutions of Higher Education (1991-92). Research Report Number 4-93 and PVCC Institutional Brief No. 93-6.

ED 360 023

Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem Solving.

ED 360 176

[Adult and Continuing Education Collections at Syracuse University.]

ED 359 323

Adult Literacy in Canada in 1992: Initiatives, Issues and Imperatives. A Report Prepared for the Prosperity Secretariat.

ED 359 329

African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest.

ED 360 455

African American Women and Mentoring.

ED 360 425

Alliance Patterns Formed among Early Adolescents and Their Parents.

ED 360 092

Allied Medical Education Accreditation Process Study: Final Report.

ED 359 992

Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education.

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An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes.

ED 360 316

An Analysis of the Formal Features of "Reality-Based" Television Programs.

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An Application of Digitized Speech in Hypermedia.

ED 359 935

ARL Annual Salary Survey, 1992.

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Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension.

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Assessing Graduate Education Students' Propensity toward Academic Misconduct.

ED 360 370

Assessing Peer-Tutoring in the Classroom: A Comparison of Obtrusive and Unobtrusive Measures.

ED 360 374

Assessment of School Maladjustment.

ED 360 054

The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout.

ED 359 631

### Publication Type Index

Attitudes of Suicidal Ideators and Non-Ideators toward Suicide.

ED 359 445

Attitudes toward Child Suicide.

ED 359 476

Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families.

ED 359 442

Background Factors Predicting Teacher Ratings of Children's School Performance.

ED 360 053

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ED 359 383

Barriers to Women Entering the Workforce: Math Anxiety. Research Bulletin No. 3.

ED 359 381

Barriers to Women Entering the Workforce: Sexual Harassment.

ED 359 379

Beginning Teachers: In Danger of Attrition.

ED 360 281

Books and Media for All South African Children in the 21st Century?

ED 359 960

California State Universities' Business Education Policies: Their Cost to Community College Students and the State.

ED 360 006

Campus Trends, 1993. Higher Education Panel Report Number 83.

ED 359 911

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ED 359 367

Career Patterns of Women Graduates of Independent Schools: A Comparison of Coeducational and All-Girls High Schools.

ED 359 913

Career Program Completers: Class of 1991-92.

ED 360 014

A Case Study of Two Foreign Students: Focus on Language Problems.

ED 359 574

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ED 360 156

Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers.

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Charles County Community College Performance Accountability Report.

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The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses.

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Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys.

ED 360 382

Chinese Students and Questioning Skills in American Graduate Level Classrooms.

ED 359 803

Class of 1991 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

ED 360 359

Class of 1992 Graduation Rate Study: A Study of Graduation Rates for Arizona Public High Schools.

ED 360 360

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ED 359 589

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ED 359 831

Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School.

ED 359 624

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## Publication Type Index

- Colorado Adolescents in Out-of-Home Placement: Health Education Survey, 1992. Report. ED 360 294
- Colorado School Health Education Survey 1992. Report. ED 360 295
- Colorado: Youth Risk Behavior Survey, 1991. ED 359 469
- Commitment in Relationships: A Look at Constraint and Dedication. ED 359 470
- Community College Faculty Dissatisfaction: A Comparative Analysis. ED 360 025
- Community Service Partnerships: African-American Owned Radio's Commitment to Education. ED 360 422
- Comparative Study between the "Lista de Encabezamientos de Materia" by Gloria Escamilla and the "Library of Congress Subject Heading" List. ED 359 985
- A Comparison of Mainframe and Personal Computer Based Bulletin Board Systems for Computer-Mediated Communications in Distance Education Courses. ED 359 945
- Comparison of the Armed Services Vocational Aptitude Battery to the General Aptitude Test Battery. Final Technical Paper for Period January 1987-January 1990. ED 360 343
- A Comparison of the Myers-Briggs Type Indicator Extraversion-Introversion Scale, and the Minnesota Multiphasic Personality Inventory 0 Scale (Social Introversion). ED 360 357
- Composing on the Computer: A Study of Writing Habits on the Job. ED 359 767
- Comprehensive Training of Personnel and Technical Assistance in Establishment of Home Intervention Programs for Families of Infants, Toddlers, and Preschool-Aged Children with Hearing Impairments. Project SKI\*HI Outreach. Final Report. ED 359 688
- Conceptual and Methodological Issues in Assessing Work Skills: A Multi-Disciplinary Analysis. ED 359 335
- Concerns and Development of Cohort Administrators: Foci and Stages. ED 359 596
- A Content Analysis and Survey Research Review To Determine the Effectiveness of College Image/Recruitment Videos: A Pilot Study. ED 359 586
- Context for Learning: Science, Mathematics, Geography - IAEF: Alberta Report. ED 360 363
- Continuity between Parents and Family Child Care Providers: Does It Matter? ED 360 057
- Control Strategies in Conferencing: A Sociolinguistic Analysis of Micropolitical Strategies in Supervision. ED 360 286
- Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children. ED 360 383
- The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development. ED 360 328
- Cooperative Learning and Gifted Students: A National Survey. Short Report. ED 359 717
- Cooperative Learning in a College Chemistry Course. ED 359 874
- Correlational Study into the Relationship between Grade Point Averages, Michigan Educational Assessment Program (MEAP) Scores and Student Absences for Tenth Grade Arthur Hill and Saginaw High School Students, 1992-1993. Evaluation Report. ED 360 432
- Curriculum Reforms in Post-Secondary Science in Nigeria. ED 360 172
- Deaf Children's Sex-Role Stereotypes as a Function of Language Ability. ED 359 576

- Designing an Orientation Program To Prepare Students for Distance Education Study. ED 359 413
- The Determination of Statistical Sophistication of Research in Vocational Education. ED 360 381
- Developing an Administrative Assessment Instrument. ED 360 369
- Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities. ED 360 353
- Development and Evaluation of a School-Based Stress and Coping Curriculum. ED 360 051
- Development of a Curriculum and Materials for Use in Teaching Occupationally Specific Vocabulary for Health Care Students. Final Report. ED 359 371
- The Development of the Post-Divorce Parental Conflict Scale. ED 360 384
- Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings. ED 360 071
- Directory and Statistics of Oregon Libraries, 1992. ED 359 976
- Direct Requests Can Also Be Polite. ED 359 799
- Distributed Training for the Reserve Component: Remote Delivery Using Asynchronous Computer Conferencing. ED 359 918
- District Provision: School Improvement from a District Curriculum Perspective. ED 359 650
- Diversifying Procedural Discourse. ED 359 762
- DPI Gender Equity Leadership Project - Phase II. Final Report. ED 359 357
- Educational Planning in Small-Area Countries: The Case of the Caribbean (Study Made on Behalf of Unesco). ED 360 209
- Education and Job Satisfaction: Are Baccalaureate Nurses More Satisfied with Their Jobs? ED 359 896
- Educators in Retirement: A Reflection on the Merits of a Sustaining Relationship. ED 359 653
- Effect of Teacher Involvement in Implementation of an Innovation. ED 360 291
- The Effect of Teaching Strategies Using Models on Preservice Elementary Teachers' Conceptions about Earth-Sun-Moon Relationships. ED 360 171
- The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders. ED 360 452
- Effects of Day Care on Elementary School Performance and Adjustment. ED 360 052
- Effects of Institutional Forces on Novice Social Studies Teachers' Curricular Decision-Making. ED 360 278
- Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions. ED 360 329
- Effects That the Developmentally Appropriate Process Makes on Curriculum of a Rural Elementary School. ED 360 082
- Emerging Factors in Work/Family Interference. ED 359 463
- Environmental Views and Values of Children in an Inner-City Black Community. ED 360 456
- Equal Opportunity Learning: Hands-On Science for Girls and Boys. ED 360 191
- Ethnic Identity: Formation and Transmission among Hispanics and Other Minorities. SUNY Series, United States Hispanic Studies. ED 360 121//
- Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and

## (143) Reports - Research

341

- Non-Minority Students. ED 360 457
- Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content. ED 359 568
- Expanding the Biomedical Model: Interviews with Medical Educators. ED 359 895
- Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91. ED 360 259
- Facial Expressions in Context: Contributions to Infant Emotion Theory. ED 360 046
- Factors Which Effective Teachers Identify as Contributing to Their Success. ED 360 277
- Familial Configuration Influences on the Educational Performance of Urban High School Freshmen. ED 360 450
- Fee Survey 1992-93. Indicators of Fee Levels Charged to Part-Time Adult Students by Local Education Authorities. ED 359 389
- Flexible Delivery of Adult Literacy and Basic Education Programs. ED 359 327
- Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program. ED 359 829
- Forgotten "Native Americans": A Study of the Psychological Development of Hawaiian Children. ED 359 467
- Former Student Survey. ED 360 032
- From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools. ED 359 647
- Gender and Cultural Diversity Bias in Developmental Textbooks. ED 359 478
- Gender and Software Effects in Computer-Based Problem Solving. ED 359 924
- Gender Differences in the Decision To Seek Post-Retirement Employment. ED 359 480
- Gender Differences in the Perceptions of Affiliative Networks in Primary School. ED 360 070
- Generative Teaching and Personality Characteristics of Student Teachers. ED 360 288
- Girls, Boys and People: Gender and the Discourse of the Nursery School. ED 360 074
- Graduate Follow-up and Employer Survey 1989. ED 359 405
- Graduation Rate Differences within the VCCS, August 1993. ED 360 036
- Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement. ED 360 317
- High Performance Computing: Advanced Research Projects Agency Should Do More To Foster Program Goals. Report to the Chairman, Committee on Armed Services, House of Representatives. ED 359 940
- Identity Relations and Superthemes in Swedish LSP Texts. ED 359 755
- The Impact of Computerization on Archival Finding Aids: A RAMP Study. ED 359 947
- Impact of Educational Reform on Students in At-Risk Situations, Phase III: Interim Report. Executive Summary. ED 359 641
- The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991. ED 360 451
- Impact of Learning Styles on Instructional Design for Distance Education. ED 359 926

- The Impact of Membership Diversity on School Council Decision Making. ED 359 645
- Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential. ED 360 048
- The Importance of Participant Role in Cooperative Learning. ED 359 772
- Improved Reading Comprehension: A Key to University Retention? ED 359 498
- Incorporating Audio Support into English Composition CAI for Adult Learners. Phase II Final Report. ED 359 358
- Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities. ED 360 083
- Influences of Instruction on Amount of Reading: An Empirical Exploration of Social, Cognitive, and Instructional Indicators. Reading Research Report No. 3. ED 359 503
- The Influence That Marital Status Has on the Advancement of Professional Women in Non-Traditional Fields. ED 360 223
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- In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative. ED 359 890
- The Institutional Researcher as Interpreter and Critic. ED 360 024
- Instructional Leadership, School Instructional Climate, and Student Learning Outcomes. Project Report. ED 359 668
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- Interactive Reading on the Secondary Level. ED 359 490
- Interlibrary Loan Trends: Staffing and Organization. SPEC Kit #187. ED 359 969
- Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent Black Males. ED 360 453
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- Internship, Residency, and Fellowship Programs in ARL Libraries. SPEC Kit 188. ED 359 970
- Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course. ED 360 296
- An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach. ED 360 337
- JCCC Transfer Students: Their Destinations and Achievements. 1992-1993. ED 360 035
- Job Training for the Homeless: Report on Demonstration's First Year. Research and Evaluation Report Series 91-F. ED 359 359
- Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results.

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- Lessons from the Classroom: Elements of Promising School-Based HIV Education Programs and Recommendations for State Education Agencies. ED 360 311
- Lessons on Corporate Intervention into School-Based Management. ED 359 648
- Liaison Services in ARL Libraries. SPEC Kit 189. ED 359 971
- Literacy for Metis and Non-Status Indian Peoples: A National Strategy. ED 359 821
- Lives on the Edge: Single Mothers and Their Children in the Other America. ED 360 420//
- A Longitudinal Investigation of the Effects of a School Intervention Program on Children's Social Development. ED 360 043
- Macrostructure in Conversation. ED 359 750
- Maine's Approach to Global Education. ED 360 193
- Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data. ED 359 754
- The Major National Adult Literacy Volunteer Organizations. A Descriptive Review. Final Report. ED 359 370
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- Match or Mismatch: Relationship between First-Grade Teachers' Theoretical Orientation to Reading and Their Reading Instructional Practices. ED 359 494
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- The MEE Report: Reaching the Hip-Hop Generation. ED 360 410//
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- Methodology for Measuring Parent Involvement Program Implementation across Diverse Program Sites. ED 359 632
- Methods of Power Used by the Ohio State Department of Education To Implement State Mandated Programs. ED 359 622
- Midwest College Placement Association: Centralized Placement Committee Survey. ED 359 466
- The Missing Link: Workplace Education in Small Business. ED 359 429//
- Modifying Teachers' Attributions: An Education-Consultation Approach. ED 359 441
- More than Survival: Access to Higher Education for Low Income Women. ED 360 215//
- Motivational Components of College Students' Performance and Productivity. ED 359 877
- The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention. ED 360 373
- Motivational Profiles of Veterans Seeking Substance Abuse Treatment: Profiles Based on

- Stages of Change. ED 359 453
- NAEP 1992 Mathematics Report Card for the Nation and the States. ED 360 190
- National Center for Education Statistics "Product Planning and Development." Final Report. ED 360 319
- National Early Childhood Program Accreditation (NECPA) Annual Report, 1992. ED 360 095//
- The Neophyte Early Childhood Teacher. ED 360 067
- News Discourse: The Paratextual Structure of News Texts. ED 359 758
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- North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum. ED 360 133
- The Notion of Coercion in Courtroom Questioning. ED 359 752
- Observation for the Improvement of Teaching. Publication Series 91-3. ED 360 412
- On the Nature of Expertise. ED 359 709
- An Outcome Assessment of Graduates of Eleven Teacher Education Programs. ED 360 272
- Outreach Services To Stimulate Home-Based Services for Infants, Toddlers, and Preschool-Aged Children with Deaf-Blindness and Multihandicap Sensory Impairments. Project INSITE Outreach. Final Report. ED 359 689
- Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach. ED 359 468
- Parental Involvement and Its Relationship to Second Graders' Reading Achievement. ED 359 488
- Particles as Fundaments of Discourse Structuring. ED 359 749
- Paternal Involvement and the Development of Gender Expectations in Sons and Daughters. ED 359 457
- Pathways to Excellence: A Federal Strategy for Science, Mathematics, Engineering, and Technology Education. U.S. Science, Mathematics, Engineering, and Technology Education Strategic Plan FY1994-FY1998. ED 360 165
- Pedagogical Field Experience or None: A Comparison Study Report. ED 360 279
- Perceptions of Recent Graduates: Leadership and "Standing Out." ED 360 271
- The Persuade Package Hypothesis: Further Evidence for an Influence Tactics Schema. ED 359 482
- Placement Testing and Student Success: The First Intervening Variable. ED 360 018
- Planning Language-in-Education in Arkansas: A Case Study. ED 359 775
- Point of Graduation Survey, 1992-93: Report of Findings. ED 360 031
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- Practices and Issues in the Education of Itinerant Students: A Case Study of the Showmen's Guild Children. ED 360 140
- Pragmatics and Morphosyntactic Acquisition: A Case Study. ED 359 798
- Predicting Postfeedback Performance from Students' Confidence in Their Responses. ED 360 332
- Preparing for Prison: Life in San Francisco's Inner-City Neighborhoods. Draft. ED 360 439
- Pre-School Education in Egypt, Oman and Ja-

## Publication Type Index

pan: A Comparative Perspective. ED 360 224

Preservice and Inservice Professional Development Efforts Regarding Bloom's Learning for Mastery. ED 360 282

The Preservice Teacher Education Program as Described in Journals. ED 360 276

Prince George's Community College Annual Cost Containment Report. Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991. ED 360 016

A Procedure for Supporting the Selection of Courseware by Secondary School Teachers. ED 359 929

Professional Accountability in a Learning-Centered Elementary School. ED 359 594

Public School Kindergartners: Isolates, Low Self-Concept, and Family Status. ED 360 062

Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments. ED 360 334

Quotational Choices in Impromptu Speaking: A Study in Student Preferences. ED 359 583

Readability of Central Florida Newspapers. ED 359 508

Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability. ED 360 180

Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension. ED 359 748

Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing. ED 359 765

Relations among Manual RT, Visual RT and IQ. ED 360 041

Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations. ED 360 261

Relationships between African American Doctoral Students and Their Major Advisors. ED 359 915

Religiosity, Gender, Sex Anxiety, and AIDS Attitudes as They Affect Attitudes Towards Homosexuals. ED 359 444

Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Nonscience Major Chemistry Course. ED 360 179

A Report on the KAIR Survey of Information Sharing Needs. ED 359 998

A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students. ED 359 996

Research Report on Services to Preschoolers. Summary of Findings of the National Survey of State Migrant Education Programs. ED 360 138

Safe Sex and Compliance-Gaining Strategy Usage among College Students. ED 359 590

School Correlates with Student Persistence To Stay in School. ED 359 599

School Districts: The Missing Link in Education Reform. ED 359 644

School Effectiveness: A View from the School. ED 359 613

School's a Rough Place: Youth Gangs, Drug Users, and Family Life in Los Angeles. Draft. ED 360 435

The School Work Culture Profile: A Factorial Analysis and Strategy. ED 360 336

Science and Engineering Doctorate Awards:

1991. Selected Data. ED 360 181

Science Process Vocabulary: Our Failure To Communicate. ED 360 185

Sciences Humaines Assessment, Manitoba 1991. Final Report: French Immersion Program = Evaluation en sciences humaines, Manitoba 1991. Rapport finale: Programme d'immersion française. ED 360 239

Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis. ED 360 184

Scientific and Engineering Research Facilities at Universities and Colleges: 1992. ED 360 183

Self-Reports and Observed Behavior Seeking and Giving Help to Peers. ED 360 355

A Sense of Relief: Backgrounding in Argumentative Student Writing. ED 359 763

Serving the Underachiever: School-Based Interventions. ED 359 446

Sex, Gender and Locus of Control in College Students. ED 359 452

Sextyping and Gender Schematicity: A Tenuous Relationship. ED 359 451

Shared Meaning: Whole Language Reader Response at the Secondary Level. ED 359 491

Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News. ED 359 757

Signs of Learning in the Affective Domain. ED 360 081

Situating Readers: Students Making Meaning of Literature. ED 359 539

Social Competence and Humor in Preschool and School-Aged Children. ED 360 072

Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity. ED 360 084

Social Support and School Adjustment in Japanese Elementary School Children. ED 360 075

Socioeconomic Profile of the Client Population. The Effects of Poor Education. ED 359 832

Special Life Skills for Community Living. ED 359 733

Speech Research Status Report, July-December 1992. ED 359 575

The Spelling Project. Technical Report 1992-2. ED 360 362

Statistics Achievement: A Function of Attitudes and Related Experiences. ED 360 324

Staying the Course. ED 359 356

"Sticking Points": Effects of Instruction on NNS Refusal Strategies. ED 359 774

Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles. ED 360 099

Student Attitudes towards Rhetorical Criticism in Individual Events Competition. ED 359 569

Students' Perceptions of Access Courses. A Survey. Research Report Series. ED 359 361

Students' Views on SWAP (The Scottish Wider Access Programme). Interchange No. 17. ED 359 360

The Studio in a School Association Professional Development/Mentoring Program, 1991-92. OREA Report. ED 360 244

A Study of Stereotyping of Infants and Toddlers. ED 360 089

Study To Examine Actions Perceived as Sexual Harassment. ED 359 778

## (143) Reports - Research

343

Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs. ED 359 380

Study To Examine Student Knowledge and Attitude toward Nontraditional Careers. ED 359 382

A Summary of the Findings in Art and Music: Research Traditions and Implications for Teacher Education. Elementary Subjects Center Series No. 88. ED 360 247

The Supervisory Working Alliance Inventory: A Validity Study. ED 360 358

Survey of Colorado School Administrator Preparation Programs, 1992. ED 359 608

A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information. ED 359 438

Survey of Student Opinions: A Study Initiated by the Student Government Association of Calhoun Community College. ED 360 033

Survey on Undergraduate Education in Sociology. Higher Education Surveys Report. Survey Number 15-Sociology. ED 360 216

A Teacher Is a Teacher Is a Teacher Is a... Teachers' Professional Development from a Biographical Perspective. ED 360 292

Teacher Perception of Mixed-Age Groupings of Children. ED 360 047

Teachers' Attitudes toward Their Integrated Learning Handicapped Students: Relationship to Teacher Perceptions of Students' Behavior. ED 359 718

Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study. ED 360 299

Teen Workers: Developing a Work Ethic or Gratifying Material Needs? ED 360 119

Telecommunications and K-12 Educators: Findings from a National Survey. ED 359 923

Testing the Limits of Proficiency: The ACTFL OPI and FL Departments. ED 359 788

Text, Context, and Shared Understandings: Refocusing on "Accountability" in Student Writing. ED 359 514

Tobacco Smoke in the Home and Child Intelligence. ED 360 091

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The Transmission and Reproduction of Art Culture in One Navajo Public School System. ED 360 249

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The Trap of Generalization: A Case of Encountering a New Culture. ED 359 773

Trends in Degrees Conferred by Institutions of Higher Education: 1984-85 through 1990-91. E.D. TABS. ED 359 888

Troubled Lifestyles: High-Risk Youth in Florida. Draft. ED 360 436

UCSF Medical Scholars Program, 1986-1987. ED 359 865

Understanding How the Arts Contribute to Excellent Education. Study Summary. ED 360 248

Unemployment and Child Abuse in a Rural Community: A Diverse Relationship. ED 360 143

University Library Borrowing: Two Studies Illustrating a Methodology. ED 359 980

Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers.



- ED 360 144  
The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary?
- ED 360 335  
Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes.
- ED 359 707  
Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains.
- ED 360 022  
Using Wage Record Data To Track the Post-College Employment and Earnings of Community College Students.
- ED 360 007  
Variations of Parent and Adolescent Emotional Expression: Differences by Pubertal Status, Gender, and Conversation.
- ED 360 073  
The View from New York City's Crack-Plagued Neighborhoods.
- ED 360 438  
Vocational Education in Japan and Texas. Policy Research Project Report 100.
- ED 359 366  
Waiting for Thursday: New Teachers Discover Teaching.
- ED 360 290  
West Virginia Adolescents' Health Risk Behaviors: Differences by Gender, Age, Grade Level, and Level of Rurality.
- ED 360 134  
What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.
- ED 359 995  
Who Chooses and Why? Baseline Demographic Data Report. San Antonio School Choice Research Project.
- ED 359 610  
Whole Language Teacher Education in Multicultural Contexts: Living Our Own Models of Learning.
- ED 359 489  
Willingness To Collaborate as a New Communication Trait: Scale Development and a Predictive Model of Related Communication Traits.
- ED 359 582  
Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed Learning in the Workplace.
- ED 359 354  
Youth in Single-Parent Families: Risk and Resiliency. Background Paper.
- ED 360 462  
**(150) Speeches/Meeting Papers**  
Accelerated Education Methods for Intellectually Gifted Secondary Students.
- ED 359 708  
The Accelerated Middle School: Moving from Concept toward Reality.
- ED 360 458  
Accurate and Inaccurate Conceptions about Osmosis That Accompanied Meaningful Problem Solving.
- ED 360 176  
African-American Students' Perceptions of Educational Program Selection Processes Based on Grades or Student Interest.
- ED 360 455  
Alliance for Excellence: A Partnership between Black Churches & Area Colleges for the Advancement of Minorities in Higher Education.
- ED 360 029  
Alliance Patterns Formed among Early Adolescents and Their Parents.
- ED 360 092  
Analysis of Beginning Teacher Concern Data To Restructure Preservice Teacher Education.
- ED 360 280  
An Analysis of Report Cards on Schools: How Community/School Characteristics Impact Student Outcomes.
- ED 360 316  
Argument, Free Speech, and the Politics of Deliberation in the Composition Classroom.
- ED 359 530  
Articulation of Relational Propositions: A Tool for Identifying an Aspect of Text Comprehension.

- sion.
- ED 359 760  
Art Therapy: What Does It Have To Say to Writing Teachers?
- ED 359 554  
Assessing Graduate Education Students' Propensity toward Academic Misconduct.
- ED 360 370  
Assessing Peer-Tutoring in the Classroom: A Comparison of Obtrusive and Unobtrusive Measures.
- ED 360 374  
Assessment of School Maladjustment.
- ED 360 054  
Assessment Research in the Context of Practice.
- ED 360 385  
The Association of Role Conflict and Ambiguity with Administrator Stress and Burnout.
- ED 359 631  
Assuring Best Practices in Communication for Children and Youth with Severe Disabilities.
- ED 359 693  
Attitudes of Suicidal Ideators and Non-Ideators toward Suicide.
- ED 359 445  
Attitudes toward Gender Roles in the Family: A Comparison of Women and Men in Dual and Single Earner Families.
- ED 359 442  
Austin's Priority Schools: Successful after 5 Years?
- ED 359 597  
Background Factors Predicting Teacher Ratings of Children's School Performance.
- ED 360 053  
Battered Husbands and Battered Wives: Why One Is a Social Problem and the Other Is Not.
- ED 359 483  
Beginning of Movement for Re-Education of Parents in Japan in the 1920's.
- ED 360 042  
Beginning Teachers: In Danger of Attrition.
- ED 360 281  
The Big Deal over a Camel: What "Joe Smooth" Should Teach Us about Children's Media Research.
- ED 359 570  
Books and Media for All South African Children in the 21st Century?
- ED 359 960  
Books for Children: Writing, Publishing, and Marketing.
- ED 359 959  
Breaking Down Gender Barriers: Theories into Practice.
- ED 359 535  
Bridges to Leadership 2000: Howard University Youth Leadership Program.
- ED 359 673  
Building and Maintaining Community Coalitions on Behalf of Children, Youth and Families. Community Coalitions in Action. Research Report 529.
- ED 359 458  
Can InterChange Write/Right Itself?
- ED 359 529  
The Career Development of Pretenure Faculty: An Institutional Study.
- ED 359 875  
The Career Ladder Program as a Catalyst for Reform.
- ED 360 130  
Career Patterns of Women Graduates of Independent Schools: A Comparison of Coeducational and All-Girls High Schools.
- ED 359 913  
Chancellor's Office Management Information System: A Report.
- ED 360 009  
Chapter 1 Eligibility Factors and Weights: Using Probit Analysis To Determine Eligibility Criteria.
- ED 360 321  
Characteristics of Successful Schools: Perception Differences between Rural and Urban Elementary School Teachers.
- ED 360 115  
Charting the Course of Lifelong Learning for Blacks.
- ED 359 317  
The Child Behavioral Checklist as a Predictor of Selected DSM III-R Diagnoses.
- ED 359 475

- Child Care-Who Needs It? ED 360 066
- Children's Perceptions of Mood-Related Activities: Development of the Pleasant and Unpleasant Activities Surveys. ED 360 382
- Classroom Communication Behaviors Associated with Teacher Effectiveness: A Study of Adult Learners and Traditional Undergraduate Students. ED 359 589
- Clinical and Field-based Experiences To Prepare Teachers for Wholistic Practice. ED 360 300
- Co-Constructing the Zone: A Neo-Vygotskian View of Microteaching. ED 360 285
- Collaborative Power: A Grounded Theory of Administrative Instructional Leadership in the Elementary School. ED 359 624
- A Collaborative Task Oriented Approach to Teaching Online Documentation. ED 359 563
- Communication Intervention for Individuals with Dual Sensory and Intellectual Impairments. ED 359 698
- Communication Intervention for Persons with Severe and Profound Disabilities: An Overview. ED 359 700
- Community College Faculty Dissatisfaction: A Comparative Analysis. ED 360 025
- Community Service Partnerships: African-American Owned Radio's Commitment to Education. ED 360 422
- Composing on the Computer: A Study of Writing Habits on the Job. ED 359 767
- The Composition Teacher as Drudge: The Pitfalls and Perils of Linking across the Disciplines. ED 359 553
- Concept Mapping for the Development of Medical Curricula. ED 360 322
- Concerns and Development of Cohort Administrators: Foci and Stages. ED 359 596
- Condoning Drug Education Programs at Colleges and Universities. ED 359 876
- Conflicts and Changes in Textual Norms. ED 359 756
- Connected Knowing: Evaluating a Women and Leadership Seminar. ED 359 873
- A Content Analysis and Survey Research Review To Determine the Effectiveness of College Image/Recruitment Videos: A Pilot Study. ED 359 586
- Continuity between Parents and Family Child Care Providers: Does It Matter? ED 360 057
- Control Strategies in Conferencing: A Sociolinguistic Analysis of Micropolitical Strategies in Supervision. ED 360 286
- Convergence between DSM Diagnoses and CBCL Behavioral Dimensions among Children. ED 360 383
- The Convergence of Relational and Interpersonal Knowing in Young Adult's Epistemological Development. ED 360 328
- Cooperative Learning in a College Chemistry Course. ED 359 874
- A Cooperative Research Group for the Study of Culture and Science Education in Developing Countries. ED 360 155
- Creating Elementary and Secondary School Libraries: A Basic Approach. ED 359 963
- Cultural Diversity: Preparing Communication Majors for the Real World. ED 359 571
- Curriculum Reforms in Post-Secondary Science in Nigeria. ED 360 172
- DACUM and Tech Prep: Dynamic Duo. ED 359 339
- Deaf Children's Sex-Role Stereotypes as a Function. ED 359 339

- tion of Language Ability. ED 359 576
- Defining a Developmental Curriculum for a Pluralistic Society: The Administrative Challenges. ED 359 558
- Designing an Orientation Program To Prepare Students for Distance Education Study. ED 359 413
- The Determination of Statistical Sophistication of Research in Vocational Education. ED 360 381
- Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities. ED 360 353
- Development and Evaluation of a School-Based Stress and Coping Curriculum. ED 360 051
- The Development of the Post-Divorce Parental Conflict Scale. ED 360 384
- Differences in Aspects of Preschoolers' Race Schema: Race Schematization, Race-Based Peer Preferences, and Memory for Racially Stereotyped Drawings. ED 360 071
- Dilemmas and Images: Knowing How To Gain Acceptance for Child-Responsive Practices. ED 360 301
- Dimensionality of NAEP Instruments That Incorporate Polytomously-Scored Items. ED 360 368
- Direct Requests Can Also Be Polite. ED 359 799
- Distributive Information Systems for Campuses (DISC): Going Where No Profile Has Gone Before. ED 359 598
- District Provision: School Improvement from a District Curriculum Perspective. ED 359 650
- Diversifying Procedural Discourse. ED 359 762
- "Diving" into Communities of Practice: Examining Learning as Legitimate Peripheral Participation in an Everyday Setting. ED 360 387
- Dreams, Schemes, Teams, Flying Machines and Persons with Severe Communication Disabilities. ED 359 704
- Educational Benefits in Year-Round High Schools. ED 359 660
- Effective Communication Programming for Language Minority Students with Severe Disabilities. ED 359 699
- The Effect of Budget Cuts at the University of Georgia. ED 359 518
- Effect of Teacher Involvement in Implementation of an Innovation. ED 360 291
- The Effect of Teaching Strategies Using Models on Preservice Elementary Teachers' Conceptions about Earth-Sun-Moon Relationships. ED 360 171
- The Effect of the Multivariate Box-Cox Transformation on the Power of MANOVA. ED 360 348
- The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders. ED 360 452
- Effects of Day Care on Elementary School Performance and Adjustment. ED 360 052
- Effects of Institutional Forces on Novice Social Studies Teachers' Curricular Decision-Making. ED 360 278
- The Effects of Personal Characteristics on Mentoring Activities. ED 359 448
- Effects of Two Testing Conditions on Classroom Achievement: Traditional In-Class versus Experimental Take-Home Conditions. ED 360 329
- The Emergence of a New Educational Program at the University of Oslo. ED 359 878
- Emerging Factors in Work/Family Interference. ED 359 463
- Enhancing Curricular Designs. ED 359 702
- Environmental Views and Values of Children in an Inner-City Black Community. ED 360 456
- Equal Opportunity Learning: Hands-On Science for Girls and Boys. ED 360 191
- Evaluating Magnet Schools for the Health Professions: Career Aspirations of Hispanic and Non-Minority Students. ED 360 457
- Evidence for Changing Attitudes about Gender Roles: An Analysis of Data Acquired since 1968. ED 359 474
- Exclusion of Students with Barriers to Participation in NELS:88-Baseline Excluded Students Two and Four Years Later. ED 360 371
- Expanding Persuasion Research: Using More Personally Relevant Issues and Exploring Relevance Perceived from Message Content. ED 359 568
- Expanding the Biomedical Model: Interviews with Medical Educators. ED 359 895
- Experience versus Theory in Teacher Education. Research in Teacher Education Monograph Series, No. 2/91. ED 360 259
- Facial Expressions in Context: Contributions to Infant Emotion Theory. ED 360 046
- Facilitating and Measuring the Team Process within More Inclusive Educational Settings. ED 359 695
- Factors Which Effective Teachers Identify as Contributing to Their Success. ED 360 277
- Familial Configuration Influences on the Educational Performance of Urban High School Freshmen. ED 360 450
- Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs. ED 359 450
- Focus Group Used in Model Conceptualization: The Ideal English as a Second Language Program. ED 359 829
- Forming Consortia: A Promising Approach to Restructuring in the Small School. ED 360 124
- From Attila the Hun to Mary Had a Little Lamb: Redefining Principal Roles in Restructured Schools. ED 359 647
- From Hot Wheels to Teenage Mutant Ninja Turtles: The Evolution of the Definition of Program Length Commercials on Children's Television. ED 359 566
- From Puggy to Larry: Poetry from "Gathering Light." ED 360 226
- Gender and Cultural Diversity Bias in Developmental Textbooks. ED 359 478
- Gender and Software Effects in Computer-Based Problem Solving. ED 359 924
- Gender Differences in the Decision To Seek Post-Retirement Employment. ED 359 480
- Gender Differences in the Perceptions of Affiliative Networks in Primary School. ED 360 070
- Gender-Related Differences in Intelligence: Application of Confirmatory Factor Analysis. ED 360 330
- Generative Teaching and Personality Characteristics of Student Teachers. ED 360 288
- Georgia's Response to "Brown v. Board of Education": The Rise and Fall of Massive Resistance, 1949-1961. ED 360 454
- Girls, Boys and People: Gender and the Discourse of the Nursery School. ED 360 074
- Growth and Learning in Accelerated Schools: Big Wheels and Little Wheels Interacting. ED 360 449
- The Hazard Community College "50 Mile Club." ED 360 026
- HDTV Debate: Industrial Policy Gone Awry. ED 359 925
- Hierarchical Linear Modeling of Class Ability Range on Student Mathematics Achievement. ED 360 317
- Higher Level Open Distance Learning in Europe: The Accelerating Pace of Change. ED 359 324
- Home Education Research: On the Right Road? ED 360 331
- Home School Specialist: "The Missing Link" [and] "The Student Connection Program." ED 360 114
- Homework and Network: Applications for Communication Theory. ED 359 581
- "How To Do What's Best for YOU" - A Workshop for Adolescents. ED 359 443
- Humor as an Instructional Practice: A Longitudinal Content Analysis of Humor Use in the Classroom. ED 359 587
- Identity Relations and Superthemes in Swedish LSP Texts. ED 359 755
- Images Bridging Home and Academic Cultures. ED 359 536
- The Impact of Homelessness: As Experienced by Four Cohorts of Cleveland Public School Students 1987-1991. ED 360 451
- Impact of Learning Styles on Instructional Design for Distance Education. ED 359 926
- The Impact of Membership Diversity on School Council Decision Making. ED 359 645
- Implementation Challenges of the Primary Learning Communities Program: Precautions and Potential. ED 360 048
- Improved Reading Comprehension: A Key to University Retention? ED 359 498
- Indoor Recreational Places as Glazed Space. ED 359 621
- Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities. ED 360 083
- Information Skills: An Educational Perspective for Tomorrow. ED 359 981
- Information Utilization in Restructuring Schools: The Role of the Beginning Principal. ED 359 646
- Innovative Assessment Measures and Practices Designed with the Goal of Achieving Functional Communication and Integration. ED 359 701
- Inputs, Processes, Outcomes: The Context for Achievement among Economically Disadvantaged Students in Appalachia. ED 360 122
- In Search of Autonomy: Teachers' Aspirations and Expectations from a School-University Collaborative. ED 359 890
- Institutional Assessment, Planning, and Institutional Change: An Integrated Institutional Assessment and Strategic Planning Process for Community Colleges. ED 360 000
- The Integrated Language Arts: Curriculum Enactments in Whole Language and Traditional Fourth Grade Classrooms. ED 359 495
- An Integrated Teacher Education Model for Enhanced Economic Literacy of Primary Teachers. ED 360 287
- Integrating Multi-Dimensional Performances and Setting Performance Standards. ED 360 326
- The Interaction of Race, Gender, and Socioeconomic Status in Education Outcomes. Center for Research on Women Working Paper Series No. 246. ED 360 243
- Interactive ESL In-Service Teacher Training via Distance Education. ED 359 844
- Interactive Reading on the Secondary Level. ED 359 490
- Interfacing Two-Year and Four-Year Transcripts for Transfer Students.

- Internal/External Locus of Control and Parental Verbal Interaction of At-Risk Adolescent: Black Males. ED 360 017
- Internalization of Social Discourse: A Vygotskian Account of the Development of Young Children's Theories of Mind. ED 360 453
- International Curriculums. ED 360 069
- The Internationalization of Bloom's Learning for Mastery: A 25-Year Retrospective-Prospective View. ED 360 262
- Interplay between Research and Practice: A Case Study of a Preservice Teacher Education Course. ED 360 333
- An Investigation of the Construct Validity of the Teenage Inventory of Social Skills: A Convergent Multivariate Approach. ED 360 296
- Irish Literature in Austria. ED 360 337
- Is Communication Really the Point? Some Thoughts on Where We've Been and Where We Might Want To Go. ED 359 949
- Isomorphism: Many Paths, One Activity. ED 359 703
- Issues and Dilemmas of Action Research in the League of Professional Schools. ED 360 123
- Issues in Establishing Rural Professional Development Schools. ED 360 327
- Japanese Language School: Aid or Hindrance to the Americanization of Japanese Americans in Hawaii? ED 360 112
- Joint Committee on Competency Standards in Student Assessment for Educational Administrators Update: Assessment Survey Results. ED 359 793
- Knowledge and the Educative Functions of a University: Designing the Curriculum of Higher Education. ED 360 354
- Learning Science in the Workplace: Ethnographic Accounts of High School Students as Apprentices in University Research Laboratories. ED 359 870
- Lessons on Corporate Intervention into School-Based Management. ED 360 173
- Lexis in Discourse. ED 359 648
- Linking School Effectiveness Knowledge and School Improvement Practice. ED 359 751
- Literacy in Cross-Cultural Perspective: Implications for Policy and Practice. ED 359 657
- Literacy, Nationalism, and Assessment. LC Report 89-1. ED 359 841
- Literature and Literacy: The 'Real' Book Approach to Children Learning To Read. ED 359 808
- Live vs. Memorex: Psychometric and Practical Issues in the Collection of Data on Teachers' Performances in the Classroom. ED 359 954
- Living Lives, Studying Lives, Writing Lives: An Educational Potpourri or Pot au Feu? ED 360 325
- A Longitudinal Investigation of the Effects of a School Intervention Program on Children's Social Development. ED 360 297
- Macrostructure in Conversation. ED 360 043
- Maine's Approach to Global Education. ED 359 750
- Main Worlds and Supplements. An Attempt at Using a Qualitative Approach to Quantitative Data. ED 360 193
- Match or Mismatch: Relationship between First-Grade Teachers' Theoretical Orientation to Reading and Their Reading Instructional Practices. ED 359 754
- Maximizing Consumer Participation in the Team Process. ED 359 696
- Maximizing Family Participation in the Team Process. ED 359 694
- Maximizing Potential: The Parents' Role. ED 359 674
- Measuring the Experience of Motivation: Contributions of the Experience Sampling Method to Educational Research. ED 360 372
- The Media Workshop Hybrid in Media Education Reform. ED 359 573
- Message Structure in LSP Texts: A Socially Determined Variation at Different Text Levels. ED 359 753
- A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design. ED 359 802
- Methodology for Measuring Parent Involvement Program Implementation across Diverse Program Sites. ED 359 632
- Methods of Power Used by the Ohio State Department of Education To Implement State Mandated Programs. ED 359 622
- The Micro Inductive-Reasoning Unit within the Basic Speech Course. ED 359 584
- Mina Shaughnessy in the 1990s: Some Changing Answers in Basic Writing. ED 359 562
- A Model for Professional Education in the 21st Century: Integrating Humanities and Engineering through Writing. ED 359 520
- Modifying Teachers' Attributions: An Education-Consultation Approach. ED 359 441
- Monological Innovation versus Polylogical Improvement. ED 359 871
- Mood and Memory Research: The Need for a More Wholistic Approach. ED 360 347
- Motivational Components of College Students' Performance and Productivity. ED 359 877
- The Motivational Importance of Extracurricular Activities for Adolescent Development: Cultivating Undivided Attention. ED 360 373
- Moving On! Assessing the Transfer Rate and the Characteristics of Transfer Students at an Urban Community College. ED 359 999
- Multiple Voices in Young Adult Novels. ED 359 533
- A New Paradigm for Community Colleges: A Strategic Planning Issue. ED 359 997
- News Discourse: The Paratextual Structure of News Texts. ED 359 758
- North Carolina Rural Initiative Study of Secondary Schools: Funding Effects on Depth of the Curriculum. ED 360 133
- The Notion of Coercion in Courtroom Questioning. ED 359 752
- Now Is Their Time! Adolescents Learn Skills and Values through Walter Dean Myers' Books. ED 359 564
- On Becoming a Sojourning Community. ED 359 914
- On Teaching Literary Classics. ED 359 544
- On the Nature of Expertise. ED 359 709
- Organizational Communication Feud. ED 359 588
- An Outcome Assessment of Graduates of Eleven Teacher Education Programs. ED 360 272
- Overwhelmed in Cincinnati: Urban Appalachian Children and Youth. Draft. ED 360 437
- Parental Conflict and Children's Divorce Adjustment: A Multimethod Approach. ED 359 468
- Parents as Resources When Adult Children Divorce. ED 359 472
- Particles as Fundaments of Discourse Structuring. ED 359 749
- Pedagogical Field Experience or None: A Comparison Study Report. ED 360 279
- Perceptions of Recent Graduates: Leadership and "Standing Out." ED 360 271
- Performance-Based Diploma Program: An Award-Winning Approach to Dropout Prevention. ED 359 658
- The Persuade Package Hypothesis: Further Evidence for an Influence Tactics Schema. ED 359 482
- The Phrase of the Phallic Pheonix: Beyond the "Nurturing Mother" in Feminist Composition Pedagogy. ED 359 534
- Placement Testing and Student Success: The First Intervening Variable. ED 360 018
- Politics and the English Instructor: Using Political Literature To Teach Composition. ED 359 509
- Polyphonic Structure. ED 359 759
- Predicting Postfeedback Performance from Students' Confidence in Their Responses. ED 360 332
- Preservice and Inservice Professional Development Efforts Regarding Bloom's Learning for Mastery. ED 360 282
- The Preservice Teacher Education Program as Described in Journals. ED 360 276
- Problems in Lectureships at the University of Nevada, Reno. ED 359 521
- Problems of Diffusion in High Technology: Compact Disc-Interactive (CD-I)-A Case Study. ED 359 920
- A Procedure for Supporting the Selection of Courseware by Secondary School Teachers. ED 359 929
- Professional Development through a Teacher Book Club. ED 360 289
- The Projects Strategy in Curriculum and Instruction. ED 359 769
- Proposal for an Advanced Writing Course-Perspectives on Professional Knowledge. ED 359 517
- PSinet: A Teleconferencing Network for Teachers. ED 360 110
- Public Loss of Confidence in the U.S. Government: Implications for Higher Education. ED 359 872
- Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments. ED 360 334
- Quotational Choices in Impromptu Speaking: A Study in Student Preferences. ED 359 583
- Reasoning Strategies of Students in Solving Chemistry Problems as a Function of Developmental Level, Functional M-Capacity and Disembedding Ability. ED 360 180
- Reconciling the Psychological with the Linguistic in Accounts of Text Comprehension. ED 359 748
- Reference in Academic Rhetoric: A Contrastive Study of Finnish and English Writing. ED 359 765
- Relations among Manual RT, Visual RT and IQ. ED 360 041
- Relationships among Various Demographic Variables and Measures of Teacher Competence: Making Sense of a Variety of Bivariate Correlations. ED 360 261
- Relationships between African American Doctoral Students and Their Major Advisors. ED 360 261



- ED 359 915  
Religiosity, Gender, Sex Anxiety, and AIDS Attitudes as They Affect Attitudes Towards Homosexuals.
- ED 359 444  
Remediation, Bridging Explanations, Worked Examples and Discussion: Their Effectiveness as Teaching Strategies in a Freshman-Level Nonscience Major Chemistry Course.
- ED 360 179  
Removing Cultural Barriers to Numeracy.
- ED 359 840  
The Reno Lectureships and the CCCC Statement: Are They Wearing White Hats in Nevada?
- ED 359 545  
Replication: A New Look at an Old Idea.
- ED 360 338  
Report on the Delaware Rural Assistance Council's Public Forums: Achieving Quality Education and Promoting Partnerships for Academic and Social Success.
- ED 360 113  
A Report on the KAIR Survey of Information Sharing Needs.
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A Research Model To Support Planning Initiatives for the Design of Academic Programs, Facilities, and Support Services for Off-Campus Students.
- ED 359 996  
The Research on Learning To Teach: Prospects and Problems.
- ED 360 275  
Research What You Love—and Get It Published Anyway.
- ED 359 580  
Restructuring a Teacher Preparation Program Using the Professional Development School Concept.
- ED 360 260  
Restructuring the Curriculum for Active Involvement—Teachers and Students as Learners.
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Retraining the European Workforce: How Technologies Can Help. Training Discussion Paper No. 95.
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The Revolution of Enlightenment: A Historical Case Study of Significant Educational Change through Teacher Education.
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The Rise and Fall of Criterion-Referenced Measurement?
- ED 360 367  
The Rural Superintendent: The Missing Link in School Improvement.
- ED 360 111  
Rx for Tutor Training.
- ED 359 510  
Safe Sex and Compliance-Gaining Strategy Usage among College Students.
- ED 359 590  
[SAIDE Launching Conference, 1992—] Closing Address.
- ED 359 944  
School Correlates with Student Persistence To Stay in School.
- ED 359 599  
School Districts: The Missing Link in Education Reform.
- ED 359 644  
School Effectiveness: A View from the School.
- ED 359 613  
School Effectiveness: Identifying the Complexities.
- ED 359 612  
School Health Coalition Building—One State's Plan.
- ED 360 263  
The School Work Culture Profile: A Factorial Analysis and Strategy.
- ED 360 336  
SCID: Model for Effective Instructional Development.
- ED 359 338  
Science Process Vocabulary: Our Failure To Communicate.
- ED 360 185  
Science Teacher Decision-Making in Classrooms with Cultural Diversity: A Case Study Analysis.
- ED 360 184  
Scientist and Teacher Partnerships in Elementary Schools.
- ED 360 182  
Sectoral Differentiation in British Higher Education: Problematics of Mission in a Post-Binary System.
- ED 359 899  
Self-Reports and Observed Behavior Seeking and Giving Help to Peers.
- ED 360 355  
A Sense of Relief: Backgrounding in Argumentative Student Writing.
- ED 359 763  
Serving the Underachiever: School-Based Interventions.
- ED 359 446  
Sextyping and Gender Schematicity: A Tenuous Relationship.
- ED 359 451  
Sexual Difference and Participatory Pedagogy.
- ED 359 527  
Shared Meaning: Whole Language Reader Response at the Secondary Level.
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Sign, Language and Ritual: Contrastive Discourse Analysis of East German and Soviet TV News.
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Simulation and Meta Processing: Affective Component of Math Procedures.
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Social Competence and Humor in Preschool and School-Aged Children.
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Social Emotional Competence of Pre-School Children: Relationship to Intelligence and Maturity.
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Social Issues in Australian Children's Literature.
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Social Support and School Adjustment in Japanese Elementary School Children.
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The Sociolinguistic Model in Speech and Language Pathology.
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Some Aspects of the Pragmatic Organization of Academic Discourse.
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Statistics Achievement: A Function of Attitudes and Related Experiences.
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Stories and Solutions in Psychotherapy with Adolescents.
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Strategies for Dissemination of Principles and Concepts of Education for Peace.
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Strategies, Solutions, and Snoopy: Teacher-Child Dyads Solving Microcomputer Puzzles.
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Strengthening Language Experiences for Children through Fingerplays.
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Student Attitudes towards Rhetorical Criticism in Individual Events Competition.
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A Study of Stereotyping of Infants and Toddlers.
- ED 360 089  
Success Concepts.
- ED 359 747  
The Supervisory Working Alliance Inventory: A Validity Study.
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A Survey of Fifth Grade Pupils: Selected Variables of Self-Worth, Sexuality and Sources of Information.
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A Teacher Is a Teacher Is a Teacher Is a...: Teachers' Professional Development from a Biographical Perspective.
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Teacher Research and Program Evaluation: The Experience of the "Reach Out to Schools Social Competency Program."
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Teachers' Perceptions of Role Change through Shared Decision Making: A Two-Year Case Study.
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Teaching At-Risk Students: A Quality Program in a Small Rural High School.
- ED 360 131  
Teaching Literacy to Second Language Learners.
- ED 359 807  
Teaching Oral Interpretation: A Reading Specialization Perspective.
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Telling a Good Story: Origins of Broadcast Drama Criticism.
- ED 359 565  
Temporal Adverbials in Text Structuring: On Temporal Text Strategy.
- ED 359 761  
Tenured, Out and Still Composed.
- ED 359 525  
Testing the Limits of Proficiency: The ACTFL OPI and FL Departments.
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Text and Reference.
- ED 359 764  
Text, Context, and Shared Understandings: Refocusing on "Accountability" in Student Writing.
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Tobacco Smoke in the Home and Child Intelligence.
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Total Quality Management (Team Building and Cross Training): From Business to Academic and Back Again to Business.
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Unemployment and Child Abuse in a Rural Community: A Diverse Relationship.
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UNESCO School Libraries in Oceania Project.
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Unpackaging the Effects of Generation and SES on Early Literacy Practices of Mexican American Fathers.
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The Use of Cognitive Taxonomies in Licensure and Certification Test Development: Reasonable or Customary?
- ED 360 335  
The Use of "Idea Processors" for Studying Structural Aspects of Text Production.
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The Uses and Limitations of the Writer's Personal Experience in Writing Theory, Research, and Instruction.
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Using Functional Communication Training as an Intervention for the Challenging Behavior of Students with Severe Disabilities.
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Using Network Technology To Create New Writing Environments for Deaf Students: Teachers' Strategies and Student Outcomes.
- ED 359 707  
Using Reader-Response Techniques To Teach Multicultural Writings in the Composition Classroom.
- ED 359 512  
Using the CCSEQ in Institutional Effectiveness: The Role of Goal Commitment and Student's Perception of Gains.
- ED 360 022  
Variations of Parent and Adolescent Emotional Expression: Differences by Pubertal Status, Gender, and Conversation.
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Video as Character: The Use of Video Technology in Theatrical Productions.
- ED 359 585  
Video Cases and the Thinking of Preservice Teachers.
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Vision and the Black Community College President. Revised.
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Waiting for Thursday: New Teachers Discover Teaching.
- ED 360 290

- A Wake-Up Call for Middle-Class Black America. ED 360 423
- The Well-Tempered Mathematics Assignment. ED 359 561
- What Do We Mean by "Local Literacies?" ED 359 842
- When Teachers Aren't Nice: bell hooks and Feminist Pedagogy. ED 359 513
- Whole Language Teacher Education in Multicultural Contexts: Living Our Own Models of Learning. ED 359 489
- Why a Year Round School District Moved from a Multi-Track to a Single Track Operation. ED 359 659
- Willingness To Collaborate as a New Communication Trait: Scale Development and a Predictive Model of Related Communication Traits. ED 359 582
- Workplace Factors Which Enhance Self-Directed Learning. A Report of a Project on Self-Directed Learning in the Workplace. ED 359 354
- A Worm in the Apple: Hollywood's Influence on the Public's Perception of Teachers. ED 359 592
- 4-H Youth Programs - Enhancing the Quality of Life. ED 359 449
- (160) Tests/Questionnaires**
- Achievement Testing Program Provincial Report. June 1992 Administration. Grade 3 Social Studies, Grade 6 English Language Arts, Grade 9 Mathematics, Français 6e Année. ED 360 393
- Allied Medical Education Accreditation Process Study: Final Report. ED 359 992
- ARL Annual Salary Survey, 1992. ED 359 955
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- Assessment of Field Placement. ED 360 015
- Assessment of the National Science Foundation's 1985-87 College Science Instrumentation Program. Final Report. ED 360 157
- Bibliographic Instruction Committee Report. ED 359 972
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- The CAD Survival Kit. Teacher Edition. ED 359 424
- Campus Trends, 1993. Higher Education Panel Report Number 83. ED 359 911
- Career Enhancement Program for the Industries of the Shenandoah Valley of Virginia. Performance Report. ED 359 373
- Career Program Completers: Class of 1991-92. ED 360 014
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- Chicago Quality Programs Project Report #1. ED 359 851
- Classroom Management for Student Retention. ED 360 021
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- Collis-Romberg Mathematical Problem Solving Profiles. ED 360 151//
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- Dental Assisting. Florida Vocational Program

- Guide. ED 359 419
- Dental Hygiene. Florida Vocational Program Guide. ED 359 420
- Developmental Changes in the Factor Structure of a Self-Report Measure of Study Activities. ED 360 353
- Dollars and Sense: Catholic High Schools and Their Finances, 1992. ED 359 615
- Educational Advising for Student Retention. ED 360 020
- The Effect of Tradebooks for Home Reading on the Reading Attitudes of Non-White 3rd-5th Graders. ED 360 452
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- Equal Opportunity Learning: Hands-On Science for Girls and Boys. ED 360 191
- An Evaluation of Experiential Teaching/Learning Methods-In a Professional Legal Training Course. ED 359 907
- Even Start: An Assessment of Parent Involvement in Early Childhood Education, 1990-1991. ED 360 340
- Floriculture. Florida Vocational Program Guide. ED 359 421
- Former Student Survey. ED 360 032
- Gavin Families. A Report. ED 359 814
- Graduate Activity Survey: Class of 1991 One Year after Graduation. ED 360 365
- Graduate Follow-up and Employer Survey 1989. ED 359 405
- A Guide for Parents of the Gifted Child. ED 359 712
- High School Graduate Follow-up Study: Class of 1989 Two Years after Graduation. ED 360 366
- Home Health Aide. Florida Vocational Program Guide. ED 359 321
- Hospitality Management. Florida Vocational Program Guide. ED 359 422
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- How Will the Implementation of a Differential Tuition Fee Structure at the California Community College System Influence Student Enrollment? ED 359 993
- Implementation of a Publishing Center To Enhance the Writing Process for Primary Students. ED 359 526
- Influence of Parent-Child Interaction during Reading on Preschoolers' Cognitive Abilities. ED 360 083
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- Life Management Skills. Florida Vocational Program Guide. ED 359 344
- Marketing and Distribution. Florida Vocational Program Guide. ED 359 345
- Matching School Resources and Student Needs: Scheduling and Assignment Problems in High Schools Serving At-Risk Youth. Final Report. ED 360 429
- Medical Information Availability and Usage in South Texas. Final Report. ED 359 956
- A Metacognitive Strategy for Teaching Essay Planning to E.S.L. Students: A Computer-Based Instructional Design. ED 359 802
- Microteaching: An Integral Part of a Science Methods Class. ED 360 161
- Natural Resources and Forest Ecology. Florida Vocational Program Guide. ED 359 346
- Neglected or Delinquent Program, 1991-1992. Elementary and Secondary Education Act-Chapter 1. Final Evaluation Report. ED 360 431
- New Teachers in the Job Market, 1991 Update. Contractor Report. Statistical Analysis Report. ED 360 313
- Non-Returning Student Survey, Charles County Community College. ED 360 028
- Nursing Assistant. Florida Vocational Program Guide. ED 359 322
- Organizational Communication Feud. ED 359 588
- Paramedic. Florida Vocational Program Guide. ED 359 347
- Parental Involvement and Its Relationship to Second Graders' Reading Achievement. ED 359 488
- Patient Care Assistant. Florida Vocational Program Guide. ED 359 348
- Point of Graduation Survey, 1992-93: Report of Findings. ED 360 031
- Practices of Special Education Teachers for Dealing with Students with ADD/ADHD. ED 359 729
- Preservation Needs Assessment: A Management Tool. Final Report of the 1992-1993 Central New York Preservation Needs Assessment Project. ED 359 966
- The Preservice Teacher Education Program as Described in Journals. ED 360 276
- Receptionist and Communication Systems Operation. Florida Vocational Program Guide. ED 359 349
- A Report on the Effectiveness and Potential of an Interactive Video Teaching Trial. ED 359 931
- A Report on the KAIR Survey of Information Sharing Needs. ED 359 998
- Research What You Love-and Get It Published Anyway. ED 359 580
- Respiratory Therapy and Respiratory Therapy Technician. Florida Vocational Program Guide. ED 359 350
- Restructuring Urban Schools in Newark: An Evaluation of the Cluster-Schools Program. ED 360 339
- Safe Sex and Compliance-Gaining Strategy Usage among College Students. ED 359 590
- Scientist and Teacher Partnerships in Elementary Schools. ED 360 182
- Self-Regulation in Higher Education. A Multi-National Perspective on Collaborative Systems of Quality Assurance and Control. Higher Education Policy Series 15.

- ED 359 904//  
Signs of Learning in the Affective Domain.  
ED 360 081  
STARS: Student Assessment and Response System.  
ED 360 010  
Study To Examine Math Anxiety for Students Who Are Single Parents and Those Enrolled in Nontraditional Career Preparation Programs.  
ED 359 380  
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ED 359 382  
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ED 359 542  
Systematizing Adult Education: Final Evaluation Report of the Connecticut Adult Performance Program (CAPP).  
ED 359 377  
Vocational Education in Japan and Texas. Policy Research Project Report 100.  
ED 359 366  
What Is the Effect of the Cross/Angelo Model of Classroom Assessment on Student Outcome? A Study of the Classroom Assessment Project at Eight California Community Colleges. Research Report.  
ED 359 995  
Work Experience. Florida Vocational Program Guide.  
ED 359 351  
Workplace Literacy Development Guide for Employers.  
ED 359 835

(171) Multilingual/Bilingual Materials

- Pages from Life: Families Write Together =  
Paginas de la Vida: Familias Escriben Juntas.  
ED 360 463//  
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ED 360 208





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**EC** — Disabilities and Gifted Education  
**FL** — Languages and Linguistics  
**HE** — Higher Education  
**IR** — Information and Technology

**JC** — Community Colleges  
**PS** — Elementary and Early Childhood Education  
**RC** — Rural Education and Small Schools  
**SE** — Science, Mathematics, and Environmental Education  
**SO** — Social Studies/Social Science Education  
**SP** — Teaching and Teacher Education  
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AA001239	ED359316	CE064005	ED359374	CE064197	ED359434	CS011345	ED359490
		CE064006	ED359375	CE064208	ED359435	CS011346	ED359491
		CE064007	ED359376	CE064246	ED359436//	CS011347	ED359492
CE060386	ED359317	CE064008	ED359377			CS011348	ED359493
CE061882	ED359318	CE064009	ED359378	CG024873	ED359437	CS011349	ED359494
CE061977	ED359319	CE064010	ED359379	CG024901	ED359438	CS011350	ED359495
CE061978	ED359320	CE064011	ED359380	CG024902	ED359439	CS011351	ED359496
CE062046	ED359321	CE064012	ED359381	CG024903	ED359440	CS011352	ED359497//
CE062049	ED359322	CE064013	ED359382	CG024904	ED359441	CS011353	ED359498
CE062365	ED359323	CE064014	ED359383	CG024905	ED359442	CS011354	ED359499//
CE063222	ED359324	CE064016	ED359384	CG024906	ED359443	CS011355	ED359500//
CE063248	ED359325	CE064017	ED359385	CG024907	ED359444	CS011356	ED359501//
CE063261	ED359326	CE064018	ED359386	CG024908	ED359445	CS011357	ED359502
CE063355	ED359327	CE064020	ED359387	CG024909	ED359446	CS011358	ED359503
CE063426	ED359328	CE064021	ED359388	CG024910	ED359447	CS011359	ED359504//
CE063511	ED359329	CE064022	ED359389	CG024911	ED359448	CS011360	ED359505
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## 353

RIE DEC 1993

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# THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since July 1990. They are, therefore, not included in the main body of the 12th (1990) edition of the *Thesaurus of ERIC Descriptors*.

## Aboriginal People USE INDIGENOUS POPULATIONS

### ADOPTIVE PARENTS Apr. 1993

### AQUARIUMS Dec. 1992

SN Tanks, bowls, or other containers in which aquatic organisms are housed and displayed

### AUTHORITY CONTROL (INFORMATION)

- SN The establishment and maintenance of consistent forms of terms, such as names, subjects, and titles, to be used as headings in bibliographic records
- UF Authority Files

### BIOTECHNOLOGY Dec. 1992

SN The use of biological organisms, systems, or processes to make or modify products

### BIRDS Dec. 1992

SN Warm-blooded, egg-laying vertebrates of the class Aves, having feathers, wings, scaly legs, and a beak

### BIRTH ORDER May 1993

SN (Scope Note Added) (Note: for specificity, use the Descriptor "First Born"—see also the Identifiers "Second Born," "Middle Born," and "Last Born")

### BOOMTOWNS Jul. 1993

SN Towns that have experienced rapid growth and often transition from rural to urban-industrial life as a result of new economic activity, such as large-scale construction projects, new industry, or in-migration (note: includes private, social, and public consequences of rapid community growth)

UF Boom Town Areas  
Rapid Growth Communities

### CANADIAN STUDIES Jun. 1993

SN Interdisciplinary instruction and research concerned with Canada and the Canadian provinces and territories

### CAREGIVER ROLE Apr. 1993

### Cell Biology USE CYTOLOGY

### Cellular Molecular Biology USE CYTOLOGY and MOLECULAR BIOLOGY

### CHILD BEHAVIOR Apr. 1993

### Classroom Climate USE CLASSROOM ENVIRONMENT

### CLIMATE CHANGE Jan. 1993

SN Nonseasonal, semipermanent change in the physical environment of a region or the entirety of the earth, including fluctuations in temperature, precipitation, solar radiation, gas and suspended particle concentrations, and ocean levels (note: for worldwide climate change, coordinate with the Identifier "Global Change" or use the narrower term "Global Warming")

### COMPUTER ANXIETY Jul. 1993

SN Fear or mistrust of computers and computer technology—includes apprehension about learning computer skills

UF Computer Aversion  
Computerphobia

### COMPUTER ATTITUDES Jul. 1993

SN Attitudes toward or about computers and computer use

### CONSTRUCTIVISM (LEARNING) Dec. 1992

SN Viewpoint in learning theory which holds that individuals acquire knowledge by building it from innate capabilities interacting with the environment (note: see also the Identifier "Social Constructivism")

UF Constructionism (Education)

### COUNSELING PSYCHOLOGY Jun. 1993

SN Psychology relating to counseling—more specifically, psychology courses and learning experiences concerned with training counselors or counseling psychologists to assist persons to make adjustments and choices, especially in regard to vocational, education, and personal matters

### COUNTIES May 1993

SN The principal, often geographically largest, areas into which states, territories, countries, etc., are divided for purposes of local government—in the U.S.A., administrative subdivisions of states

### County Government USE COUNTIES and LOCAL GOVERNMENT

### County History USE COUNTIES and LOCAL HISTORY

### CULTURAL LITERACY Oct. 1993

SN Having sufficient common knowledge, i.e., educational background, experiences, basic skills, and training, to function competently in a given society (the greater the level of comprehension of the given society's habits, attitudes, history, etc., the higher the level of cultural literacy)

### CURRICULUM BASED ASSESSMENT Oct. 1993

SN Direct and frequent measurement of student performance on the classroom curriculum in order to ascertain student instructional needs—used principally for instructional decision making, the approach also supports screening, placement, and monitoring in special education (note: see also the Identifier "Curriculum Related Testing")

UF Curriculum Based Measurement  
Curriculum Referenced Assessment

### DAY CARE EFFECTS Jul. 1993

SN Short- or long-term effects of day care placement on children's cognitive, social, emotional, and physical development and on relations between parents and children—also includes broader social consequences of day care attendance and availability

### Diesel Fuel USE DIESEL ENGINES and FUELS

### Dietary Technicians USE DIETITIANS

### Dietetic Aides USE DIETITIANS

### DINOSAURS Dec. 1992

SN Herbivorous or carnivorous reptiles of the extinct orders Saurischia and Ornithischia from the Mesozoic era

### Disposition (Individuals) USE PERSONALITY

### Dispositional Characteristics USE PERSONALITY TRAITS

### DIVERSITY (INSTITUTIONAL) May 1993

SN The multiplicity of variables that embody an institution, including its policies and programs, organization, reputation, and staff/client population characteristics (note: see also the Identifiers "Diversity (Faculty)," "Diversity (Student)," etc.)

### DOWNLOADING Apr. 1993

SN The process of transferring or transmitting a file, program, software, data, character sets, etc., from a distant to a nearby computer, from a larger to a smaller computer, or from a computer to a peripheral device

### Dysphasia USE APHASIA

### EATING DISORDERS Jun. 1993

SN Gross disturbances in eating patterns

UF Appetite Disorders

### ELECTROCHEMISTRY Dec. 1992

SN Branch of physical chemistry dealing with the interconversion of electrical and chemical energy

### ENROLLMENT MANAGEMENT May 1993

SN A set of systematic, interrelated activities for controlling enrollment patterns—involves marketing, recruitment, admissions, pricing, and financial aid

### ENVIRONMENTAL SCANNING May 1993

SN Assessing events and identifying trends, in the external environment, that portend challenges or opportunities—integral component of strategic planning

### FEMINIZATION OF POVERTY Jun. 1993

SN Trend towards disproportionately large numbers of women at or below poverty level

### FIRST BORN Apr. 1993

SN Children or adults born first among siblings (note: see also the Identifiers "Second Born," "Middle Born," and "Last Born")

UF Eldest Siblings  
Firstborns

### FOSSIL FUELS Dec. 1992

SN Hydrocarbon fuels derived from the remains of former life

### Fuel Oil (former UF of "Fuels") USE FOSSIL FUELS and OIL

### GASOLINE Dec. 1992

SN Mixture of liquid hydrocarbons used chiefly to fuel spark-ignited internal combustion engines

### GENERAL MATHEMATICS Dec. 1992

SN Mathematics courses, frequently of an introductory or remedial nature, that emphasize everyday computational operations and usually include practical applications—most commonly conducted for noncollege-bound secondary school students



**GEOCHEMISTRY** Dec. 1992  
SN Study of the chemistry of the earth (or a celestial body)

**GEOGRAPHIC ISOLATION** May 1993  
SN A condition characterized by remoteness, relative inaccessibility, and sparsity or small size of population (note: prior to May 93, the Identifier "Isolation (Geographic)" was used to index this concept—see also the current Identifier "School District Isolation")

**GLOBAL WARMING** Jan. 1993  
SN Gradual increases in the earth's average temperatures (note: if appropriate, use the more specific term "Greenhouse Effect")

**GREENHOUSE EFFECT** Jan. 1993  
SN Global warming caused by atmospheric gases and particulates that trap heat and radiate it back to earth—of concern is possible runaway warming due to buildups of carbon dioxide and other gases through fossil fuel burning and deforestation

**GUILT** May 1993  
SN Emotional state produced by the knowledge of having committed a real or imagined ethical, moral, or religious offense—less commonly in educational literature, the fact of having committed a violation of law and, possibly, being liable for the penalties associated with that violation (note: see related Identifiers "Shame" and "Self Blame")

**HABITATS** Jan. 1993  
SN Places where animals or plants normally live (note: for human habitats, use "Housing," "Place of Residence," "Residential Patterns," etc.)

**Heating Oil**  
(former UF of "Fuels")  
USE FOSSIL FUELS  
and OIL

**HOMOPHOBIA** Jan. 1993  
SN Fear of or antipathy toward homosexuality and homosexuals  
UF Anti Gay Bias  
Homonegativism

**HYDROLOGY** Jan. 1993  
SN Study of the occurrence, circulation, distribution, and properties of the water of the earth and its atmosphere

**Ibo** (Del Oct 93)  
USE IGBO

**IGBO** Jul. 1966  
SN (Scope Note Added) A Kwa language of Nigeria

**IN LOCO PARENTIS** Apr. 1993  
SN A legal doctrine charging schools and higher education institutions with the authority and responsibility to supervise, regulate, care for, and protect students "in the place of the parent"  
UF Loco Parentis

**Indian Controlled Schools**  
USE AMERICAN INDIAN EDUCATION  
and TRIBALLY CONTROLLED EDUCATION

**INDIGENOUS POPULATIONS** Mar. 1980  
SN (Scope Note Changed) People born in a specific region, country, etc., or whose ancestry is connected therewith (note: when appropriate, coordinate with geographic Identifier(s), e.g., "Australia (Northern Territory)")

**INDUSTRIAL ARTS** Jul. 1966  
SN (Scope Note Added) (Note: since the mid-1980s, most industrial arts programs have become technology education programs—see the Descriptor "Technology Education")

**INFORMATION LITERACY** Dec. 1992  
SN The ability to access, evaluate, and use information from a variety of sources

**INTERVENTION** Aug. 1968  
SN (Scope Note Changed) Action performed to direct or influence behavior (note: if possible, use "Crisis Intervention," "Early Intervention," "Prereferral Intervention," or other, more precise terminology)

**Laboratory Preschools**  
USE LABORATORY SCHOOLS  
and PRESCHOOL EDUCATION

**LABORATORY SCHOOLS** Jul. 1966  
SN (Scope Note Changed) Schools of preschool, elementary, or secondary grades attached to universities or colleges for purposes of research and teacher training

**MATHEMATICAL APTITUDE** Jan. 1993  
SN Natural capacity or inclination for skillful performance of mathematical tasks  
UF Mathematics Aptitude  
Quantitative Aptitude

**Mbaya Guarani**  
USE GUARANI

**MODULAR ARITHMETIC** Jan. 1993  
SN An arithmetic of a finite rather than an infinite set of numbers—the maximum integer (n) selected is known as the modulus, and the arithmetic is referred to as "arithmetic modulo n"—any number greater than n is expressed as the remainder left after its division by n—sometimes called "clock arithmetic," because the clock provides an example (e.g., n=12)  
UF Clock Arithmetic  
Finite Arithmetic

**MOLECULAR BIOLOGY** Jan. 1993  
SN Science dealing with the structure and function of the molecules (e.g., proteins, nucleic acids, enzymes) that make up living organisms

**Motor Oil**  
USE LUBRICANTS  
and OIL

**NATURAL GAS** Dec. 1992  
SN ("Natural Gases" was a former UF of "Fuels")  
SN A combustible mixture of hydrocarbon gases, usually found in sedimentary rocks and in association with petroleum deposits

**NUMERACY** Feb. 1993  
SN Familiarity with the use of numbers, or basic competence in mathematics  
UF Mathematical Literacy  
Quantitative Literacy

**OIL** Dec. 1992  
SN Any viscous, combustible, water-immiscible liquid composed principally of hydrocarbons and obtained from the ground (note: for "Vegetable Oils" or "Animal Oils," use those Identifiers)  
UF Crude Oil  
Mineral Oil  
Petroleum (Oil)

**ORAL TRADITION** Jul. 1993  
SN Aspects of a society's culture (e.g., history, literature, cultural character) that are passed by mouth from generation to generation in ritual drama, songs, poetry, narratives, games, oratory, etc., rather than by written accounts

**PARTNERSHIPS IN EDUCATION** Jul. 1993  
SN Collaborative arrangements and endeavors between and among schools and other entities (corporate enterprises, community agencies, student/parent/citizen groups, colleges, other schools, individuals, etc.) designed to share resources, achieve common goals, and foster educational achievement, improvement, and reform (note: see also the Identifiers "Coalitions" and "Teacher Partnerships")  
UF Academic Alliances  
Collaboratives (Education)  
Educational Partnerships  
Partners in Education Projects

**Petroleum (Oil and Gas)**  
USE FOSSIL FUELS  
and OIL

**PETROLOGY** Jan. 1993  
SN The branch of geology concerned with the origin, occurrence, structure, classification, and history of rocks  
UF Petrography  
Rock Studies

**PHYSICAL FITNESS TESTS** Jan. 1993  
SN Tests designed to measure one or more health-related fitness components, such as cardiorespiratory capacity, body composition, muscular strength and endurance, and low back/hamstring flexibility

**POLICY ANALYSIS** Oct. 1993  
SN Systematic study of the nature, rationale, cost, impact, effectiveness, implications, etc., of existing or alternative policies, using the theories and methodologies of relevant social science disciplines (note: use as a minor Descriptor for examples of this kind of study—use as a major Descriptor only as the subject of a document)

**POLYGONS** Jul. 1993  
SN Closed plane (two-dimensional) figures formed by the line segments that connect three or more points not in a straight line (note: see also specific Identifiers, e.g., "Triangles," "Quadrilaterals")

**PRAISE** Apr. 1993  
SN Expression of approval or favorable judgment

**PRENATAL CARE** Apr. 1993  
SN Medical, educational, and social services provided or obtained during pregnancy  
UF Fetal Care

**PRENATAL INFLUENCES** Aug. 1968  
SN (Scope Note Changed) Factors occurring between conception and birth and affecting the physical or mental development of an individual (note: use the more precise "Prenatal Care" if appropriate)

**PREREFERRAL INTERVENTION** Oct. 1993  
SN Activities designed to increase classroom teachers' capacity to instruct and manage difficult-to-teach students, thereby reducing unnecessary and inappropriate special education referrals—often "brokered" by one or more support staff, such as a special educator or school psychologist  
UF Prereferral Assessment

**PROFESSIONAL ISOLATION** May 1993  
SN A condition of professional individuals or groups characterized by lack of communication or interaction with colleagues, the relevant professional community, or related professional organizations (note: prior to May 93, the Identifier "Isolation (Professional)" was used to index this concept—see also the current Identifier "Teacher Isolation")

**RECIPROCAL TEACHING** Apr. 1993  
SN An instructional technique in which a teacher and student, or a tutor and tutee, take turns with the role of teaching—frequently used for improving reading comprehension

**REFERRAL** Jul. 1966  
(Moved from "Information Dissemination" hierarchy)  
SN (Scope Note Changed) Process of referring an individual or group to an appropriate agency, service, or specialist

**Risk Populations**  
USE AT RISK PERSONS

**SCHOOL DISTRICT WEALTH** Oct. 1993  
SN Primary measure of a school district's ability to pay the costs of education—calculated variously by states, etc., based on property tax revenues, per student expenditures, median family income, and other indicators

# THESAURUS ADDITIONS AND CHANGES

## **SELF DESTRUCTIVE BEHAVIOR** *Aug. 1986*

SN (Scope Note Changed) Acting or tending to harm or destroy oneself (note: for self-infliction of physical injury, use "Self Injurious Behavior")

## **SELF INJURIOUS BEHAVIOR** *Oct. 1993*

SN Self-infliction of physical injury, through such behaviors as head banging, biting, scratching, hair pulling, punching, pinching, and gouging—may occur among normal populations, but with greater frequency, severity, and chronicity among the developmentally disabled

UF Head Banging

## **SELF MANAGEMENT** *Oct. 1993*

SN Deliberate use of learned strategies to maintain or modify one's own attitudes and actions—such strategies include goal setting, self-monitoring, self-correcting, and self-solicitation of feedback

UF Behavioral Self Management

Self Mutilation (Del Oct93)

USE SELF INJURIOUS BEHAVIOR

## **SICK CHILD CARE** *Jul. 1993*

SN Day care alternatives for children who are ill and already involved in regular day care or school programs, including care in isolated areas of the child's own day care center/school, separate sick child care centers, family day care homes open to sick children, and the child's own home by home health personnel or known adults (including parents under family leave policies or otherwise)

UF Ill Child Care

Site Based Management (Schools)

USE SCHOOL BASED MANAGEMENT

## **SMALL TOWNS** *Jul. 1993*

SN Small settlements of both residences and businesses, often acting as trade and service centers for surrounding rural areas—largely urban in character, small towns are generally distinguished by such qualities as ready access to local political figures and a close-knit sense of community, rather than defined by population size (frequently 2,500-10,000, but can be 25,000 or higher)

## **SOLAR SYSTEM** *Jan. 1993*

SN The sun and all the celestial bodies that revolve around it (including the planets and their moons, the asteroids, comets, and meteoroids)

## **STARS** *Jan. 1993*

SN Self-luminous celestial bodies of hot gas held together by gravity—their energy is produced by nuclear-fusion reactions

## **STRATEGIC PLANNING** *Feb. 1993*

SN Process of continuous planning for change, which assesses an organization's or program's internal and external environment, analyzes the implications of relevant trends, and identifies effective strategies for achieving a desired future state

UF Strategic Management

## **TEACHER COMPETENCIES** *Jun. 1993*

SN Explicit, demonstrable knowledge and skills necessary for performing the role of teacher (note: if possible, use the more precise terms "Competency Based Teacher Education" and/or "Teacher Competency Testing")

## **TEACHER COMPETENCY TESTING** *Jun. 1993*

SN Measurement of the ability of teachers or would-be teachers to demonstrate specific, predetermined, and desirable pedagogical techniques or subject-matter knowledge

UF Teacher Testing (for Competency)

## **TECHNOLOGY EDUCATION** *Feb. 1993*

SN General education programs concerned with the study of technology, the use of technical means and processes to solve problems, and the impact of technology on individuals and society (note: since the mid-1980s, "Technology Education" has become the preferred name for "Industrial Arts" programs)

UF Industrial Technology Education  
Technological Education

## **TRIBALLY CONTROLLED EDUCATION** *May 1993*

SN Educational ideologies, philosophies, theories, and practices specified by a native tribal government or other forms of native sovereignty, as well as educational institutions managed by such authorities

UF Contract Tribal Schools  
Tribal Colleges  
Tribal Schools

Tupl Guarani  
USE GUARANI

## **WAIT TIME** *Feb. 1993*

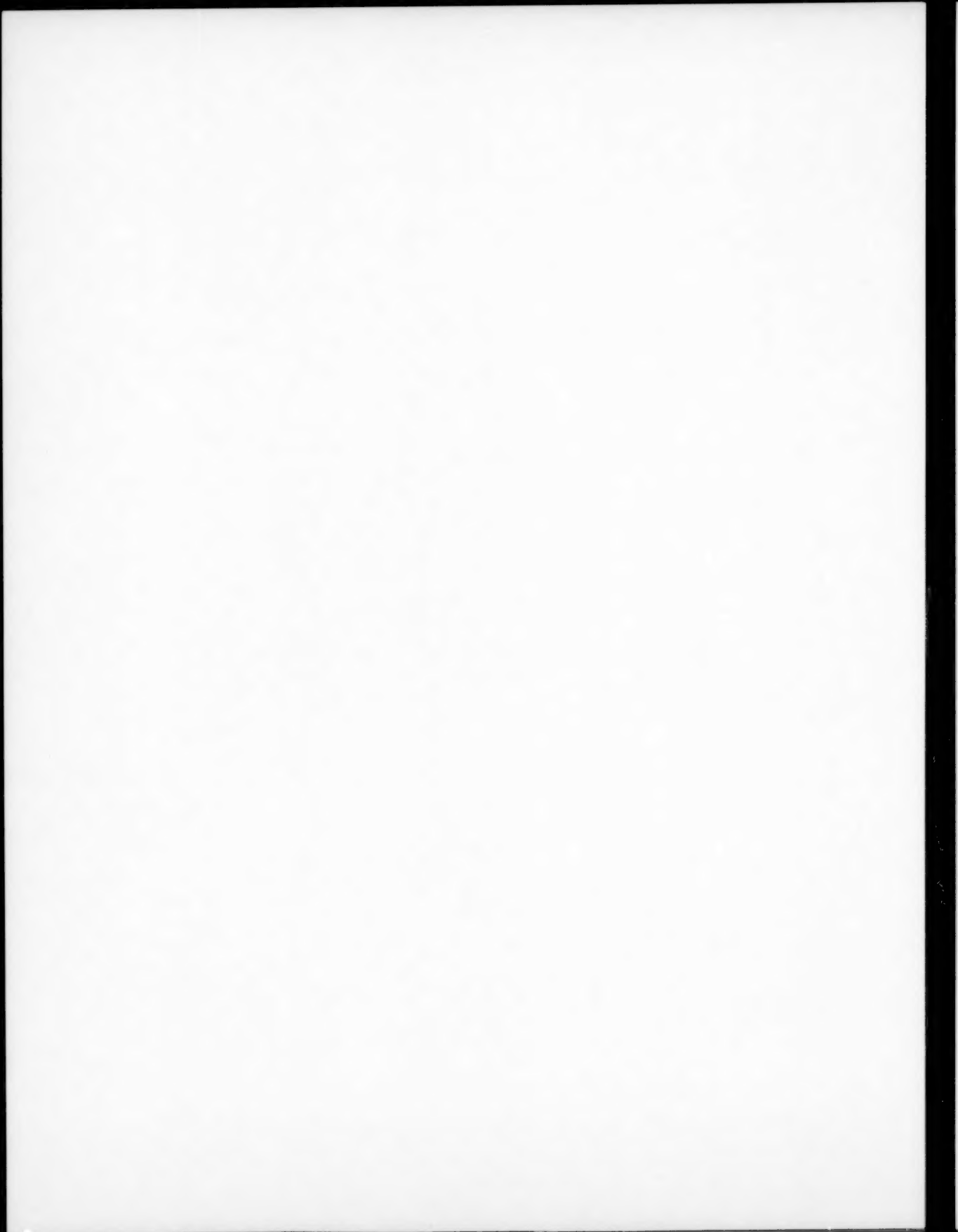
SN The duration of pauses separating utterances in a conversation, e.g., the time a teacher waits after asking a question and after receiving a response (note: use the Identifiers "Time Lag" for broader contexts and "Time Delay" for response prompting and fading with the disabled—see also the generic Identifier "Waiting")

UF Teacher Wait Time

## **WETLANDS** *Jan. 1993*

SN Low areas with shallow water or water-soaked soils (e.g., freshwater marshes, saltwater marshes, swamps, mud flats, bogs)

UF Bogs  
Fens  
Marshes  
Salt Marshes  
Swamps





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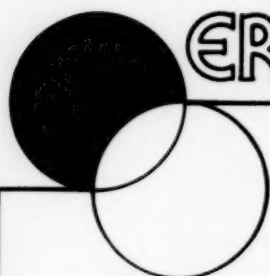
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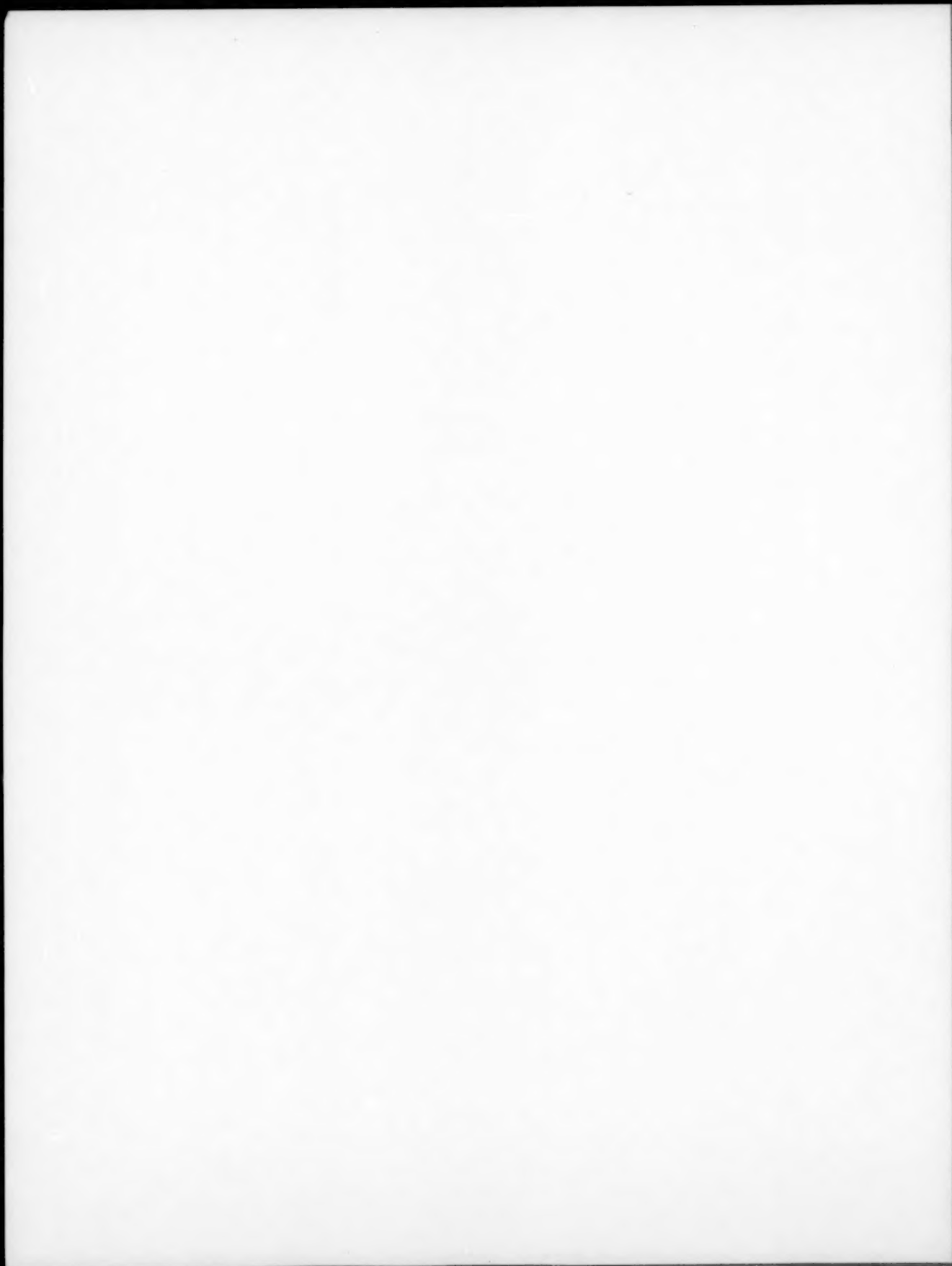
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